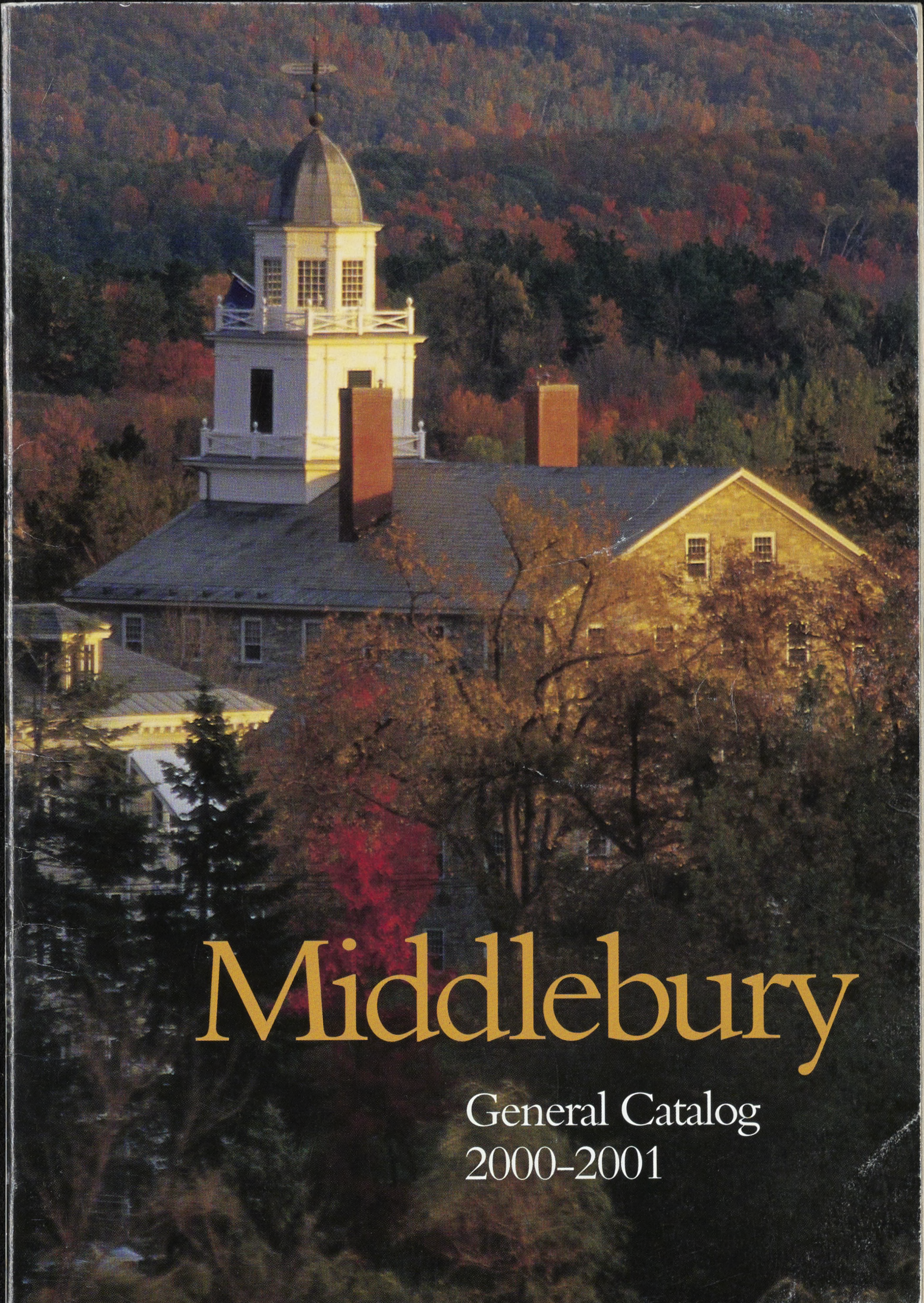

Middlebury

General Catalog
2000–2001

The listings found in these pages were as accurate as possible at the time this Catalog went to press in May of 2000. Periodic revisions are made to the Catalog on the World Wide Web, which you may consult for the most recent updates.

Middlebury College endeavors to present an accurate overview of the programs, facilities, and fees of the College in this Catalog. The College reserves the right, however, to alter any program, facility, or fee described here without notice or obligation.

Middlebury College complies with applicable provisions of state and federal law which prohibit discrimination in employment, or in admission or access to its educational or extracurricular programs, activities or facilities, on the basis of race, color, ethnicity, national origin, religion, sex, sexual orientation, age, marital status, place of birth, Vietnam veteran status, or against qualified individuals with disabilities on the basis of disability.

However, it should be noted that this Catalog and the policies described herein are intended to be applied in programs offered at the College's Vermont facilities. Because of varying circumstances and legal requirements, policies stated herein may have little or no application to programs offered by the College elsewhere, such as, for example, in connection with study abroad programs. This is consistent with the College's intent to comply with the requirements of applicable law. Individuals with questions about the policies governing such programs should consult the materials specific to the programs, and/or direct inquiries to the administrators of such programs.

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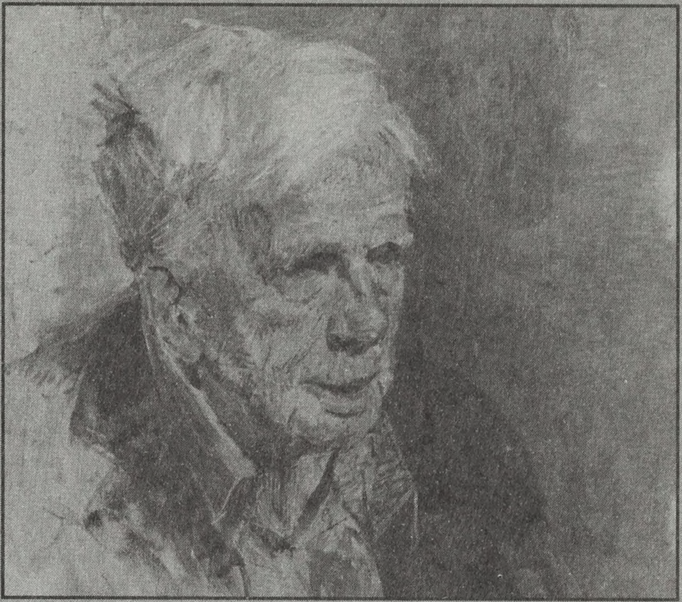
MIDDLEBURY COLLEGE
2000-2001 CATALOG



Something we were withholding made us weak

Until we found it was ourselves

We were withholding from our land of living,

And forthwith found salvation in surrender,

Such as we were we gave ourselves outright . . .

Robert Frost, "The Gift Outright"

Robert Frost lived for many years in the neighboring town of Ripton, Vermont. A close friend of Middlebury College, one of his earliest marks of public recognition was an honorary Doctor of Letters from Middlebury in 1924. Gardner Cox's famous portrait of Frost is on display in the Robert Frost Room at the Egbert Starr Library of the College.

From "The Gift Outright" in *The Poetry of Robert Frost*, edited by Edward Connery Lathem. © 1942 by Robert Frost. © 1970 by Lesley Frost Ballantine. Reprinted by permission of Holt, Rinehart and Winston, Inc.

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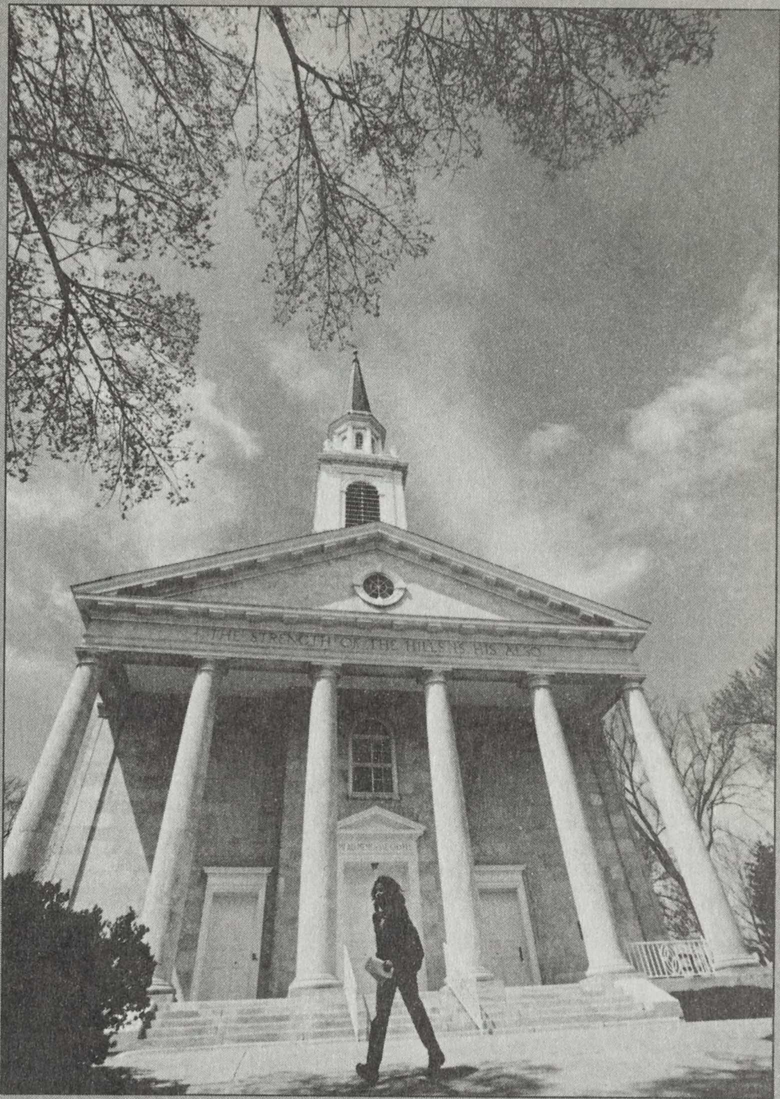
THE STRENGTH OF THE HILLS IS HIS ALSO

SECTION I

ABOUT MIDDLEBURY

TO CHOOSE AND BE CHOSEN

Something we were withholding made us weak
Until we found it was ourselves . . .
Robert Frost

Middlebury College makes available to its students a distinguished faculty, challenging programs, facilities for research, residential living within a vibrant community, and much more; but none of its benefits will be of lasting value unless those who are chosen and come to learn are willing to offer "the gift outright" of their energies and talents. Middlebury wants those who will give freely of themselves in academic study, in the arts, in the pursuit of leadership, in athletics, and in social service. What the College can give in return is described in the pages that follow.

Middlebury is one of New England's outstanding small, residential liberal arts colleges. It offers its students a broad curriculum embracing the arts, humanities, literature, foreign languages, social sciences, and natural sciences. Middlebury is an institution with a long-standing international focus, a place where education reflects a sense of looking outward, a realization that the traditional insularity of the United States is something of the past. We seek to bring to Middlebury those who wish not only to learn about themselves and their own traditions, but to see beyond the bounds of class, culture, region, or nation. Indeed, the central purpose of a Middlebury education is precisely to transcend oneself and one's own concerns. This transcendence may come for some through the study of other cultures; for some through the study of the environment; for others it will come through inquiry into such fields as physics or philosophy, mathematics or music.

Middlebury's undergraduate college is enriched by its other programs. Every summer, the main campus in Vermont is transformed into an institution single-mindedly devoted to the study of eight foreign languages and cultures, and the use of English is virtually banned for the participants, among whom are many Middlebury undergraduates. In the Green Mountains lies Middlebury's Bread Loaf campus, where for six weeks each summer the Bread Loaf School of English is in session. This is followed by the Bread Loaf Writers' Conference, which brings together 200 authors and aspiring authors for 11 days of intensive exchange on the art of writing. The Bread Loaf School of English is in session each summer not only in Middlebury but also at Lincoln College, Oxford, in the United Kingdom; at the Native American Preparatory School in Rowe, New Mexico; and at the University of Alaska Southeast near Juneau.

There is also an overseas dimension to Middlebury College. The C.V. Starr-Middlebury Schools Abroad are located in Florence, Getafe, Irkutsk, Logroño, Madrid, Mainz, Moscow, Paris, Segovia, Voronezh, and Yaroslavl. These schools enroll approximately 300 undergraduate and graduate students who seek to further their foreign language skills and to immerse themselves as fully as possible in the host culture through academic study as well as direct experience.

MIDDLEBURY COLLEGE MISSION STATEMENT

The following mission statement for Middlebury College was adopted by the Board of Trustees in May 1999:

The mission of Middlebury College is to educate students in the tradition of the liberal arts. Our academic program, co-curricular activities, and support services exist primarily to serve this purpose. Middlebury College is committed to excellence throughout its liberal arts curriculum: to balance in its academic offerings; to selective development of carefully chosen emerging strengths; and to maintaining conspicuous excellence in those areas of its traditional strengths such as language, literature, and an international perspective, including study abroad.

To fulfill this mission, the College admits students who show evidence of intellectual curiosity, high motivation, and superior academic accomplishment, and who both individually and collectively encompass a wide range of interests and talents. The College seeks students who are actively involved and committed to the ideals of community and who are, therefore, prepared to become leaders in society.

To ensure that our students achieve their potential, the College recognizes and reaffirms its commitment to creating and sustaining an environment conducive to learning: a small, highly selective, coeducational student body that fosters a true community of learning, and a faculty and staff dedicated to excellence and service to the educational needs of students. As a residential college, Middlebury recognizes that education takes place both within and beyond the classroom. The College seeks to maintain a diverse community committed to broadened educational opportunities within an atmosphere of respect for others. All of this takes place in a splendid natural setting with well-maintained buildings and grounds that not only support our academic and co-curricular programs, but also impart a sense of permanence, stability, tradition, and stewardship.

Finally, Middlebury endeavors to maintain a lifelong bond with its alumni and expects its graduates to be thoughtful, ethical leaders able to meet the challenges of informed citizenship. They should be independent thinkers, committed to service, with the courage to follow their convictions and prepared to accept responsibility for their actions. They should be skilled in the use of language to communicate ideas, in both written and oral form, and skilled in the analysis of evidence, in whatever form it may present itself. They should be physically active, mentally disciplined, and motivated to continue learning. Most important, they should be grounded in an understanding of the Western intellectual tradition that has shaped this College, and educated beyond the confines of their immediate experience so as to comprehend cultures, ideas, societies, traditions, and values other than their own.

WHAT IS "HIGHER" IN HIGHER EDUCATION?

A national educational journal recounted the story of a student who had been asked in a physics course to explain how one could determine the height of a tall building using a barometer. The answer given was, "Go to the top of the building, tie a string on the end of the barometer, lower the barometer to the ground, and measure the length of the string." The answer was given an F, although the student objected that the answer was perfectly correct according to accepted physical principles. When an outside mediator was called in, he had to agree that the student had a point. Nevertheless, it was agreed that the student would be given a second opportunity to answer the question more straightforwardly.

After six minutes of the allotted ten had been used, the student had still not written anything on his paper, and the mediator asked whether he did not know the answer. "No," he replied. "It is just that there are so many answers, I am trying to decide which one to give." Near the end of the time period, he quickly scribbled down an answer. This time the instructor in the course capitulated, and the student was given an A. The answer was, "Take the barometer to the top of the building and drop it off. Time the fall and then by the well-known formula about the rate of acceleration of falling bodies, you calculate the height." The mediator was fascinated with the ingenuity of the student and asked whether he really had other answers. "Of course," he replied. "Take the barometer out on a sunny day. Measure the shadow cast by the barometer and the shadow cast by the building, then knowing the height of the barometer, you calculate the height of the building. Or, a very simple and direct method would be to start at the base of the building and measure the building by laying the barometer along the wall to determine the height in barometer-lengths. Finally, of course, the easiest method would be to go into the basement and find the office of the superintendent, knock on his door, and when he answers, say to him, 'Here, I have this fine barometer that I will give you if you will tell me the height of this building.'" The student confessed, finally, that he also knew the standard answer but that he didn't feel that the function of education was simply to hand back memorized formulae and pat answers.

What is illustrated by this story is not mere cleverness, but, rather, considerable appreciation by the student of the fact that questions are a function of contexts, which must be appreciated before any answer is "correct." What is "higher" about higher education is that it asks students continually to appraise and evaluate not simply answers but the contexts of both questions and answers. The student is not merely an intermediary between a professor's lecture or a reading and a final exam. In higher education he or she comes to appreciate the reasons why people ask certain questions in the first place, how they might have asked different questions, and how any answers function only when the origins of the questions and their contexts are comprehended.

HISTORY OF MIDDLEBURY COLLEGE

Middlebury is a liberal arts college of the first rank, an achievement that is the result of a process of growth and change that began in 1800, when a few men of the town of Middlebury took upon themselves the challenge of building a college in a small New England town on what was then the American frontier. In the nearly two centuries since it was established, Middlebury has developed from "the town's college" into an institution of international renown.

Middlebury's original purpose was to train young men from Vermont and neighboring states for the ministry and other learned professions of the early 19th century. The College began modestly, with seven students enrolling in November 1800. These first students were expected "to read, translate, and parse Tully, Virgil, and the Greek Testament, and to write true Latin in prose, and shall have also learned the rules of Vulgar Arithmetic." The entire course of study was taught by the College's founding president, Jeremiah Atwater, who had come to Middlebury from Yale.

Gamaliel Painter, one of the citizens of Middlebury to whom the College charter had been granted, left most of his estate to the College. Mr. Painter's gift was an early example of the philanthropic support for Middlebury College that has enabled the institution to prosper. In recognition of his gift, West College, a new building completed a few years prior to Painter's death in 1819, was renamed Painter Hall. Painter Hall is the oldest college building extant in Vermont.

Vermont was the first state in the United States to abolish slavery in its constitution. In 1823, Alexander Twilight graduated from Middlebury College, the first African-American citizen to earn a baccalaureate degree at an American college.

Middlebury College continued to grow during the 19th century. The growth was not steady, however, as the College was not immune to the social and political movements that were affecting northern New England generally. Rocked by evangelical upheaval and religious revival in the 1830s, and the Civil War in the 1860s, Middlebury managed to keep its doors open during a period when many small colleges in America were forced to close. In large part, the College was sustained by the support of its many friends, both in the town of Middlebury and in the neighboring region.

In 1883, the trustees voted to accept women as students in the College, making Middlebury one of the first formerly all-male liberal arts colleges in New England to become a coeducational institution. In the following years, Middlebury College began to change from an institution primarily oriented toward its community and its state to a college with larger regional aspirations. President Ezra Brainerd (who held that office from 1885 to 1908) prepared the College for this transformation, and spectacular change occurred under the administration of President John Thomas (1908 to 1921). The Language Schools and the Bread Loaf School of English were also established during the Thomas presidency. During the second decade of the 20th century, the College's enrollment more than doubled, and the number of buildings, the size of the faculty, and the value of the endowment tripled. At the same time, the College's curriculum was adapted to the needs of the new century.

During the 1930s, 1940s, and 1950s, Middlebury continued its development toward a position of prominence among liberal arts colleges in the United States. Continued growth in the faculty meant the addition of new subjects to the curriculum and an increased academic reputation for the College. New residence halls, academic buildings, and library facilities were added to the physical plant. Middlebury's expansion was coupled with increases in financial resources and the establishment of a tradition of prudent financial administration, including the cultivation of resources for the long term.

During the next three decades, under the leadership of presidents James Armstrong (1963 to 1975) and Olin Robison (1975 to 1990), Middlebury attained a new level of excellence. The student body grew not only in numbers but in diversity and in breadth of academic and extracurricular interests. Teacher-scholars of the highest quality joined the ranks of the Middlebury faculty and brought to their classrooms and other contacts with students a sense of intellectual excitement coupled with a concern for the personal development of their students. The introduction of new subjects into the curriculum and the creation of additional Language Schools strengthened the international dimension of Middlebury. In 1992, John M. McCardell, Jr., was elected by the Board of Trustees as the fifteenth president of Middlebury College. President McCardell, a professor of history, is the first member of the College's faculty to serve as president since Ezra Brainerd more than a century ago.

MIDDLEBURY TODAY

In 1995, the trustees continued the process of growth and change that has characterized Middlebury throughout its history by adopting a plan to increase the size of the undergraduate student body from

2,000 to 2,350 over the next decade. The plan also called for construction of major new facilities to better serve the enlarged community. In addition to a new hockey rink, the recently dedicated Chip Kenyon '85 Arena, and a new science center, Bicentennial Hall (opened in the fall of 1999), planned capital projects include an expansion and renovation of Starr Library, new dining facilities, expanded student activities space, new student residence halls, and a new humanities center.

The College has also recently committed itself to an innovative plan for enhancing residential life. All dormitories are grouped into five "Commons," creating smaller social communities within the College that not only foster close friendships among students but also encourage the kind of informal faculty-student interaction that is only possible at a small college. Each Commons is staffed by an administrative "team" who is on hand to support student residents, answer questions, and locate resources. The Commons Associate, usually a senior member of the faculty, is responsible for setting the academic and social tone of the Commons and for programming activities (lectures, field trips, parties, and other events) that involve students, faculty, and staff. The Commons Dean administers the daily operations of the Commons and handles all residential issues, as well as academic and personal advising. Some first-year seminars are Commons-based, so that the students enrolled in a particular seminar are also assigned to live in the same Commons, with extracurricular programming for the course also sponsored by the Commons. The success of the programs developed over the last few years has encouraged expansion of the Commons initiative, so that in the future more social and academic activities are likely to be centered in the Commons.

The addition of approximately 30 new faculty will enable the College to deepen and strengthen its academic programs, especially in those fields that have been identified as "peaks," or areas of special academic emphasis and distinction: literature, language study and pedagogy, international study, study of the environment, and real-world experiences in the liberal arts. Throughout the changes of the next decade, Middlebury will maintain its traditional emphasis on general excellence in the liberal arts in a residential setting. As the College celebrates its Bicentennial, it will build upon the tradition and experience of two centuries to offer its students a liberal arts education adapted to the needs of the 21st century.

MIDDLEBURY COLLEGE BICENTENNIAL

Middlebury is one of a small nucleus of schools that date from the early years of the American republic. Founded in 1800, Middlebury is celebrating its Bicentennial at the same time that we all move into the next millennium. Middlebury began its year-long celebration in October 1999 with the dedication of Bicentennial Hall, the College's new science center. It will end with Founders' Day Weekend in November 2000. Students, faculty, staff, and alumni are working together to plan exciting Bicentennial events that will take place on campus and in those communities across the nation that support active Middlebury chapters. The celebration includes a service project linking students and alumni in promoting literacy in Vermont and beyond.

During the Bicentennial year, a number of special academic symposia will highlight the strengths of the College curriculum. These symposia involve noted scholars as well as Middlebury alumni who have distinguished themselves in their fields. A historical retrospective was published in the fall of 1999, featuring many distinguished members of the Middlebury family throughout the centuries. A series of books on a variety of topics relating to Middlebury's Bicentennial is being published by the University Press of New England.

The Bicentennial arts program features talented alumni writers, actors, designers, and artists in a broad array of exhibitions and performances. Wynton Marsalis appeared in April 2000, and a specially commissioned piece of music will be performed during the Founders' Day festivities. Throughout the year, participants in the Celebration are being honored with Bicentennial medals, produced for the College by Danforth Pewterers in Middlebury.

In honor of the Bicentennial, Middlebury is engaged in a $200 million capital campaign to enlarge the endowment, improve campus facilities, and enhance Middlebury's academic and residential programs. The generosity of many alumni, faculty, and friends of the College has already made the campaign a success, ensuring that the College will have the resources to continue to develop and grow.

THE GOALS OF A MIDDLEBURY EDUCATION

The Middlebury College faculty is composed of outstanding, dedicated teachers who are also accomplished scholars. Students have many opportunities to work closely with their teachers, and intellectual exchange with the faculty goes on outside the classroom as well as during class. The liberal arts education offered by the College is designed to enable students to lead rewarding lives of ongoing intellectual and spiritual growth and to prepare them to meet the challenges of responsible citizenship in a complex, changing world.

We have as an ideal the kind of person a Middlebury education should help to make: a person who can think logically; who can write and speak with accuracy, clarity, style, and an individual voice; who can appreciate the visual and performing arts and participate in their creation; who can reason with numbers and symbols and apply rigorous techniques of analysis in seeking answers; who can read critically and imaginatively; who can make intelligent value judgments; who has an informed sense of the varied, eventful path humanity has taken to reach the present; who is aware that the frontiers of understanding and knowledge are always shifting and expanding; who understands the principles and methods of the natural sciences and knows what it is to experience the excitement of scientific discovery; who has a sense of the interaction between people and society in the United States and in other countries; who has an understanding of the relations between humans and the environment; who is mindful of the responsibilities present generations have to future generations and of the need for long-term thinking; who can understand, read, and speak a foreign language and thereby has the access to foreign cultures that only proficiency can bring; who knows how to discipline the body, as well as the mind.

Expecting students to seek such an ideal asks a great deal of them, but each student admitted to Middlebury is capable of achieving these goals, and the faculty and staff at Middlebury College have dedicated their talents and their efforts to both challenging our students and making such achievements possible.

THE STRUCTURE OF MIDDLEBURY'S CURRICULUM

A Student's Course of Study

The Middlebury College curriculum is designed to ensure that each student's education includes a certain breadth of experience, as well as in-depth study in one area defined by the major. Curricular breadth is achieved through a set of distribution requirements that encompass seven academic categories and three courses in different cultures and civilizations. There are also other general requirements, which we see as opportunities, providing the chance to explore new areas of inquiry. In all of these areas students have a broad range of choices.

First-year Seminar: Each student elects one seminar for first-year students during his or her first semester. These seminars are intimately-sized, thematic courses designed to explore an area of intellectual inquiry from a perspective that makes connections among a number of traditional academic disciplines. They have an intensive writing component, and the instructors also serve as academic advisers for their seminar students, continuing in that function until students choose a major and major adviser in their second year.

College Writing Course: In their second, third, or fourth semesters, students choose one course from among the College writing courses, offered in many different fields, to develop their writing skills further.

Physical Education Requirement: Middlebury has a physical education program that stresses lifetime sports—those sports that can be enjoyed long after one's college days are past. Students are expected to participate in two seasons of lifetime sports through a program of instruction. Students may use participation on varsity and junior varsity intercollegiate teams as a way of satisfying the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams. Beginning with students in the Class of 1999, the requirements must be completed by the end of the sophomore year.

Distribution Requirements

Academic Categories: Each student must take at least one course in seven of the following eight categories: literature, the arts, philosophical and religious studies, historical studies, physical and life sciences, deductive reasoning and analytical processes, social analysis, and foreign languages.

Cultures and Civilizations: Each student must take at least one course focusing on some aspect of the cultures and civilizations of the United States, one course focusing on some aspect of European cultures and civilizations, and one course focusing on some aspect of cultures and civilizations other than those of Europe or the United States.

Courses that count toward the major and the minor may also be used to satisfy distribution requirements.

The Major

Students select majors by the end of their third semester. Most departmental majors have great flexibility and encourage interdisciplinary work. Students may choose to explore two different areas as double majors. There are also established interdisciplinary programs, such as environmental studies, international studies, and women's and gender studies. Students may also design a joint major, which combines two fields of study. In addition, Middlebury has an independent scholar program for those students whose talents and interests clearly can best be developed through programs they design themselves.

There are 37 different established majors in all the academic departments and in the interdisciplinary programs. All majors require at least 10 courses and encourage or require independent work during the senior year. Although there is no major in teacher education, our education program provides the equivalent of a minor and leads to licensure in the state of Vermont, licensure which is also accepted in 36 other states and the District of Columbia. In addition, Middlebury offers special advising so that students may take the appropriate courses to prepare for graduate or professional school in architecture, business administration, dentistry, engineering, law, medicine, nursing, and veterinary medicine.

Minor: Students may elect to complete voluntary minors as another means of obtaining curricular breadth. A minor is crafted from five or more courses in a department or program, including at least one course at an advanced level.

The Four-one-four Curriculum

The pattern of a single year at Middlebury consists of a fall term of 13 weeks ending at Christmas vacation, a winter term of 4 weeks in January, and a spring term of 13 weeks ending in mid-May. In the fall and spring terms, the typical course load is four courses, but students may take three or, with permission, five courses in a term. This allows students to vary their academic load in light of the overall pattern of their educational program. In the Winter Term, students take a single intensive course.

The Winter Term opens up special teaching and learning possibilities at the College. Faculty can try new ventures that don't fit easily into a fall or spring term course structure, and students have the opportunity to explore new fields of study. New areas of a discipline, special interests, or unusual methodologies may be the focus of an experimental course. A number of courses each winter term are offered by visiting faculty who may be artists, professionals, or distinguished scholars from other institutions. This intensely concentrated term allows students to gain great efficiency in learning as they study a single technique, problem, or body of material.

Options other than standard courses are also open to students during Winter Term. Extensive possibilities exist for qualified students to pursue independent study projects, either on campus or elsewhere. Students are also permitted to take ungraded internships for credit in various professional areas, including law, medicine, architecture, journalism, social work, and teaching. Internships may be local or away from Middlebury, but all involve significant exposure to the essential work of a profession. Student-led courses permit small groups of students to study under the guidance of one of their peers who has exhibited expertise in an area not included in regular semester programs.

PROGRAMS OF SUMMER AND OFF-CAMPUS STUDY

The Middlebury Language Schools, C.V. Starr-Middlebury Schools Abroad, Bread Loaf School of English, and Bread Loaf Writers' Conference are all integral components of Middlebury College. They offer special opportunities to Middlebury undergraduates in the study of languages, literature and culture, and international studies. Many Middlebury undergraduates choose to take advantage of these and other programs of summer and off-campus study.

The Language Schools

Each summer since 1915, Middlebury College has devoted its Vermont campus and considerable resources to the intensive study of foreign languages. A major tenet of the Language Schools is the premise that linguistic competence is essential to true cultural understanding and that effective language teaching provides meaningful insight into foreign cultures. There are eight Language Schools: Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Courses range from beginning to advanced in all eight schools; graduate courses are offered in five of the schools. Middlebury undergraduates can attend the Language Schools to prepare for study either at a C.V. Starr-Middlebury School Abroad or at other foreign programs in such locations as China, Japan, or Latin America, or to begin earning credits toward a Middlebury advanced degree.

The C.V. Starr-Middlebury Schools Abroad

During the academic year, the Middlebury College Schools in France (Paris), Germany (Mainz), Italy (Florence), Russia (Irkutsk, Moscow, Voronezh, and Yaroslavl), and Spain (Getafe, Logroño, Madrid, and Segovia) offer courses appropriate to both undergraduate and graduate degree programs. Most Middlebury students engaged in the study of a European language, either as part of a language and literature or culture major, or in conjunction with an international studies major, spend part or all of their junior year in one of the Schools Abroad. Study abroad allows students to profit from a rich cultural experience and to achieve a level of academic and personal growth not easily attained in familiar surroundings. The Schools Abroad offer varied intellectual challenges, often in conjunction with foreign university systems, while emphasizing as high a degree of academic and social immersion as is possible and encouraging student independence, all of which, it is hoped, will make possible an experience that will impart special meaning and depth to the understanding of foreign languages and cultures.

Other Programs of Study Abroad

Almost 60 percent of Middlebury undergraduates study off campus for at least part of a year. In addition to the C.V. Starr-Middlebury Schools Abroad, students attend approved academic programs all over the world, with the largest numbers in recent years going to Australia, China, Ireland, Japan, Latin America, New Zealand, and the United Kingdom. In all cases students wishing to participate in programs other than Middlebury Schools Abroad must demonstrate the relevance of their study abroad to their academic program and show the importance of such study for their intellectual growth. Students planning to study in China, Japan, or Latin America are expected to have language proficiency sufficient to allow them to do work at an advanced level. A summer of study at the Language Schools may help attain the necessary level of preparation. Students studying in countries whose languages are not taught at Middlebury are expected to begin studying that language as part of their academic program abroad.

International Studies Major

This four-year program provides a carefully constructed blend of language, regional, disciplinary, and global courses. The IS major also requires students to study abroad, and to select a disciplinary focus. The aim of the program is to give students a deep understanding of a specific geographical region, as defined primarily by language, as well as its place within an interdisciplinary and transnational context. On campus, the Geonomics Center for International Studies supports the College's goal to become an institution known preeminently for teaching global understanding that radiates from a core linguistic and cultural competency. In carrying out its mission, Geonomics helps to identify and develop new opportunities—on campus and abroad—which deepen the study and understanding of contemporary and historical topics that have an international dimension.

Geonomics serves as an internationally-oriented resource center for students, alumni, and others in the Middlebury community. It supports faculty involved in international studies in their teaching and scholarship. Programs include: Executives-in-Residence, Scholars-in-Residence, International Studies Faculty Colloquia, Policy Leadership Symposia, K-12 teacher training workshops, and other outreach activities. Geonomics also prepares proposals and administers grants in international studies.

Geonomics works with the Career Services Office and other campus organizations to expand opportunities for internships and other types of direct experience that give students a sense of how the world looks and works from perspectives other than their own.

The Bread Loaf School of English

The Bread Loaf School of English conducts a six-week graduate session each summer at four sites: the campus near Bread Loaf Mountain in Vermont; Lincoln College, Oxford, in the United Kingdom; the Native American Preparatory School in Rowe, New Mexico; and the University of Alaska Southeast near Juneau. Courses are offered in literature, literary theory, creative writing, the teaching of writing, and theatre. Exceptionally able Middlebury undergraduates who wish to pursue studies in literature and writing may enroll in Bread Loaf courses in the summer between their junior and senior years. Students may apply a summer's credits to their undergraduate degrees, or may use them toward the master's degree in English.

The Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference meets for 11 days in August. At the conference, aspiring and experienced writers meet in workshops and in individual conferences with the teaching staff, which consists of some of the most distinguished writers in the country. Students become aware of the professional world of writing and writers, of editors and literary agents, and of the mechanics of publication. Special scholarships, based on literary merit, are available to Middlebury College undergraduates.

Off-Campus Programs in the United States

Middlebury maintains exchange programs with Berea College and St. Mary's College during winter term and with Spelman College and Swarthmore College during fall and spring terms. Selected juniors may spend one term in the nation's capital in the Washington Semester Program administered by American University. This program combines the academic study of politics with an internship in a congressional or executive branch office, an interest group, or a nonprofit organization. Selected Middlebury students may spend a semester at the Williams College-Mystic Seaport Program in American Maritime Studies. This program, offered in conjunction with the nation's leading museum of maritime history, offers an integrated program in marine sciences, maritime history, and the literature of the sea. Students of biology and/or environmental studies may study for one semester at the Woods Hole Marine Biological Laboratory. Students also have the opportunity to attend a special program at the Center for Northern Studies located in an arctic microclimate setting in Wolcott, Vermont.

Summer Research

Many students spend a summer working with faculty members on or off campus on a variety of research projects. Most of these students, but not all, are majoring in the natural sciences. This summer research may provide a foundation for a senior thesis. Most research students receive stipends and on-campus room and board from grants obtained by their faculty mentors.

UNDERGRADUATE ADMISSION

Admission Requirements

Middlebury receives many more applications from qualified students than can be accepted. Thus, admission to Middlebury must be selective and is based upon academic ability and achievement, community citizenship, leadership, character, and personal qualities.

The program and record of each applicant will be assessed on an individual basis. A competitive secondary school program would include the following, generally at the honors or advanced level:

1. Four years of English
2. Four years of one foreign language (in preference to two years each of two languages)
3. Four years of mathematics and/or computer science
4. Three or more years of laboratory science
5. Three or more years of history and social science
6. Some study of music, art, and/or drama

Many candidates whose programs of study differ from that outlined above are admitted each year; it is the overall quality of an applicant's secondary school achievement that is of primary importance.

All applicants must submit standardized test scores to the Admissions Office by using one of the following two options:

1) The ACT (American College Testing assessment);
or

2) Three exams in different areas of study which must include a writing test, a quantitative test, and a test of the student's choice. Tests may be selected from the SAT II, Advanced Placement, or International Baccalaureate exams. Students may submit exams which are all of one type (e.g., three SAT II's , three A.P.'s, or three I.B.'s) or may combine tests of different types (e.g., two SAT II's and one A.P.).

The following tests satisfy the writing and quantitative requirements.

Writing

SAT II Writing
A.P. English Language and Composition
I.B. Language (A1, A2 or B English)

Quantitative

SAT II Chemistry, Math, or Physics
A.P. Computer Science, Chemistry, Economics, Math, or Physics
I.B. Chemistry, Computing Studies, Economics, Math, Physics, or Physical and Chemical Systems

Note: The SAT I math exam will not satisfy the quantitative testing requirement, and the SAT I verbal exam will not satisfy the writing requirement.

Applicants for whom English is not the first language are required to demonstrate their proficiency in English. Middlebury will consider either the TOEFL or the results from other standardized assessments, including SAT I, SAT II Writing, IELTS, CPE, MELAB, APIEL, and ELPT. Predicted grades in IBA1 or A2 English or in A-level English will also be considered. No minimum or "cut-off" scores are used. (Typically, the middle 50 percent range on the TOEFL for an entering class is 610-650. In other words, 25 percent of the matriculants score below 610 and 25 percent score above 650.)

Submission of supplementary standardized test data not mentioned above is optional and welcomed by the Admissions Office. Any standardized tests should be taken no later than December of the secondary school student's senior year. (January tests in the senior year are reported too late to be used in the admissions process.)

The majority of students admitted to Middlebury present outstanding academic records: 72 percent of the Class of 2002 graduated in the top 10 percent of their secondary school class and 90 percent in the top one-fifth. Applications are welcomed from students whose rank is not in this range if they believe they have a particular contribution to make to the student body.

Admission Deadlines

First-Year Early Decision I Admission: November 15 postmark for Pre-Application supplement and Common Application

Transfer Spring Term Admission: November 15 postmark

First-Year Early Decision II Admission: December 15 postmark for Pre-Application Supplement; December 31 postmark for Common Application

First-Year Regular Admission: December 15 postmark for Pre-Application Supplement; December 31 postmark for Common Application

Transfer Regular Admission: March 1 postmark

Spring Term Admission

Approximately 80-100 students are offered spring term admission to fill vacancies created by students who graduate at midyear and by those who study abroad. These "Febs" are selected from the regular applicant pool and are notified of admission at the same time as students admitted for September. Orientation, meetings with faculty advisers, and registration are scheduled for the first week in February. Spring semester classes normally begin during the second week in February.

Transfer Students

Middlebury accepts a very limited number of students into the sophomore and junior classes. Credits earned are transferable at the discretion of Middlebury College. Transfer students are eligible to apply for financial aid.

Advanced Placement

Students wishing to receive college credit for work done while in secondary school may do so through the Advanced Placement Program sponsored by the College Board or by successful completion of an International Baccalaureate program. Advanced Placement scores of 4 or 5 and IB or Higher level scores of 5, 6, or 7 are often awarded credit by Middlebury College. Although college-level courses taken as part of a secondary school program are not normally accepted for transfer, a student taking college-level courses that do not receive secondary school credit may apply for transfer credit.

Admission Information

For additional information about undergraduate admission or campus visits, please contact:

Admissions Office
The Emma Willard House
Middlebury College
Middlebury, VT 05753

Telephone: (802) 443-3000
Fax: (802) 443-2056
email: admissions@middlebury.edu

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SECTION II

ACADEMIC PROGRAMS

CURRICULUM

The purpose of the liberal arts curriculum is to give every student a detailed knowledge of at least one subject and to correlate it with a broad understanding of the liberal arts. To achieve the scholarship that this objective implies, students work intensively in one or more departments or programs and complete requirements and electives in fields outside of their specialization.

Middlebury College confers one undergraduate degree, Bachelor of Arts. It also confers the graduate degrees: Master of Arts, Master of Letters, Master of Science, and Doctor of Modern Languages.

ACCREDITATION

Middlebury College is accredited by the New England Association of Schools and Colleges, Inc., a nongovernmental, nationally recognized organization whose affiliated institutions include elementary schools through collegiate institutions offering postgraduate instruction.

Accreditation of an institution by the New England Association indicates that the school meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer group review process. An accredited school or college is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

UNDERGRADUATE WORK

COURSE REGISTRATION

Course Load

A student's academic work at Middlebury College is calculated by courses successfully completed. The typical program of study is four courses in each of the fall and spring terms. Sophomores and juniors may register for five fall or spring term courses only with specific approval of their advisers and the dean of students. Normally, this permission is granted to students who have maintained an average of B or better in the two preceding terms. Seniors may register for five courses without permission. Students registering for a fifth course may do so only during the drop/add period. The comprehensive fee remains unchanged for a three-, four-, or five-course program. Students may take no fewer than three courses per term without permission of the Administration Committee to become special students. In the winter term, students select one course of concentrated study.

All entering first-year students must register for a first-year student seminar in their first semester at Middlebury. Students select the remainder of their first-term program in consultation with their advisers. Final registration for courses occurs after students have attended informational sessions on the various departmental offerings and have taken appropriate placement tests. The College Board's Advanced Placement tests may qualify a student for either credit or advanced standing in a course sequence, or both. Determination of credit and/or standing is the prerogative of the academic department. Detailed information on the determination of advanced placement credit is provided in the registration booklet distributed to entering students.

Auditing

With advance permission of the instructor, a regularly enrolled student may audit classes. The instructor establishes the conditions under which the student may audit. A student may request "official audit" status, in which case the course will be recorded on his or her transcript with "audit" noted by the course number. In order to obtain official audit status, the student must make a request to the instructor, and they must agree in writing on the conditions of satisfactory completion. In no case may the student receive credit for auditing a class.

Nonstudents may audit courses only with the permission of the instructor and the dean of the faculty or his or her designate. In such cases official audit status is not possible.

Course Access

Students use the Middlebury Automated Registration System (MARS) to register for courses on the Web from anywhere in the world. For fall and spring term courses, students register at the end of the previous spring/fall term. Enrollment priority is individualized by course to accommodate the needs of students in various stages of their academic pursuits. For example, some courses give priority to first-years and others to upper-class students or to majors or to those on wait lists. Typically, first-years and sophomores have priority for enrollment in introductory courses. Students are encouraged to declare their majors and minors by the end of their second or third term to take full advantage of enrollment priority.

Prior to entering Middlebury, first-year students use a telephone system to register for a first-year seminar and to indicate preferences for their remaining courses. During orientation week, they participate in a first-year registration to complete their schedule. Representatives from the faculty are available for consultation during this registration. Spaces are reserved in many courses to allow enrollment of first-year and transfer students.

Registration for winter term courses is also on the Web, but enrollment preference for winter term is the same for all courses: sophomores, first-years, seniors, juniors. The registration system attempts to place the maximum number of students in their first choices, but gives slight preference to students in the class order listed.

Change of Course Registration

During the first two weeks of the fall and spring terms, course changes may be made if the student obtains the signatures of his or her adviser, the instructor of the course to be added, and the instructor of the course to be dropped. With the signatures of his or her adviser and the instructor of the course, a student may withdraw from a course without penalty until the end of the fifth week of the term, except for first-year students, who have until the end of the seventh week of the term. The dean of students may permit a student to withdraw from a course without penalty for exceptional personal or medical reasons.

Transfer of Credit

Students may transfer course credits from other institutions only at the discretion of Middlebury College. Students should obtain approval for a course for which they expect transfer credit before enrolling in it. Students should prepare in advance a "Transfer of Credit" form, requiring approval from the department or program chair, the student's adviser, and the dean of students. The form should be accompanied by a complete course description and a syllabus if available; further information about the institution may be required by the chair. The decision to award or deny transfer of credit for interdisciplinary courses taken at other institutions that fall outside the jurisdiction of any Middlebury College department or program is determined by the Curriculum Committee. Students who wish to receive transfer credit for interdisciplinary work taken at other institutions should obtain the prior approval of the Curriculum Committee or its chair in place of a department chair. Transcripts from approved educational institutions must be official and sent directly from the institution that granted the credit. Grade reports, unofficial transcripts, or hand-carried transcripts are not acceptable.

To receive credit, the transfer course should normally be above the introductory level at the institution attended and carry at least three semester-hour credits or five quarter-hour credits. Only courses that meet over a period of four weeks or longer are eligible to receive credit. Only courses with a grade of C- or better may be transferred from another institution toward the Middlebury degree. These transfer credits, as well as advanced placement credits, may be used to make up failures, excess D credits, and other deficiencies in the student's record. Transfer credits may be used to satisfy the distribution and cultures/civilization requirements if the transfer credit is considered by the appropriate Middlebury department the equivalent of a Middlebury course that may be used to satisfy one or more of those requirements. Normally, students will not receive Middlebury College credit for junior college courses taken during their junior or senior years. College courses taken in high school applied toward a high school diploma or in a college/high school cooperative program are not transferable. Only courses taken on college campuses, with college students and for which there are official transcripts, may be considered for transfer.

Transfer students' work will be evaluated on a course-by-course basis to determine the fulfillment of Middlebury departmental and College requirements. Failing grades and Ds at other colleges are not transferable. The major European examination certificates, such as the French Baccalaureate, International Baccalaureate, Swiss Maturité, Artium Examination, British A levels, and German Arbitur, are normally considered to have a value of one full academic year if students receive scores that indicate excellent performance. Students who receive such credit may not then receive credit for Middlebury introductory courses in subjects covered on the examination.

Special Students

With departmental approval, Middlebury students may apply to the Administration Committee for special student status in cases of illness or when they need only one or two courses to graduate. Special students are charged by the course and ordinarily may not live on campus.

Adjunct Students

A small number of students, primarily foreign nationals, may be admitted as nondegree students. They may take as many or as few courses as desired and may decide whether or not they will receive grades. They pay the full comprehensive fee. The Administration Committee will admit them and oversee their programs.

Veterans

The dean of students will consider any special curricular problems of veterans and will grant waivers to the usual requirements when circumstances involve such factors as health, extended interruption of education, and family responsibilities.

ACADEMIC STANDARDS AND REGULATIONS

The College makes available to students copies of the Middlebury College Handbook, containing detailed information about policies and regulations for enrollment, fee refunds, attendance, scholarship, examinations, athletics, student activities, and other topics. Since these policies are subject to change, they are not considered contractual. All students are responsible for knowledge of and compliance with current College regulations.

The College reserves the right to exclude at any time students whose conduct or academic performance is judged undesirable by appropriate administrative authorities without assigning any further reason. Neither the College nor any of its officers shall be under any liability whatsoever for such exclusion. In such cases, the fees that are due or may have been paid in advance will not be refunded or remitted, in whole or in part.

GRADES

When students enter Middlebury College, they become members of an academic community that makes its demands and measures its achievements not so much in terms of time, as in terms of tasks accomplished. Though required to register for a certain number of courses each term, the students' commitment to their education will undoubtedly involve many more hours each week in reading, laboratory work, and preparation for classes than in attending classes.

Instructors report final course grades to the dean of students and not directly to students. Students are responsible for keeping parents informed of their standing and progress. Notices of academic probation and second course warnings are sent to parents. Final grades are sent to students' campus boxes and to parents at their home address at the end of the fall term. At the end of the spring term, grades are sent only to the students at their home address.

Grading and Ranking System

Grades are recorded as A, B, C, D, and F. Plus and minus designations are used only with A, B, and C. D is a probationary grade that, while recording a minimal pass, is regarded as unsatisfactory performance. F notes failure. The numerical equivalents of grades are A+ and A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D, 1.0; F, 0. Based on their grades, students earn the following rankings:

College Scholar: Grade point average of 3.6 with no grade lower than B- for students taking four or more courses

Dean's List: Grade point average of 3.3 with no grade lower than B- for students taking four or more courses

The same probation and failure rules apply to all students in all four years. The Administration Committee will exercise leniency in responding to first-year, first-semester students and will therefore give strong consideration to readmitting a student who has received academic failure after the first semester, unless the student has demonstrated flagrant neglect of his or her academic work and responsibility.

All Students Probation: 2 Ds; 1 D and 1 F; D or F in winter term; 1 D or 1 F for students completing only three courses in the term

All Students Failure: 3 Ds; 2 Fs; 1 F and 2 Ds; 2 Ds or 1 F while on probation; D or F in winter term while on probation; three times on probation; 1 F and 1 D, or 2 Ds, or a second successive term on probation for students completing only three courses in the term

ACADEMIC HONORS

The College recognizes superior academic achievement in the following ways.

Honorary Appointments: The faculty makes these honorary commencement appointments: to the senior attaining highest rank, the appointment of valedictorian; to the second in rank, the appointment of salutatorian. Transfer students are not eligible for these appointments.

Phi Beta Kappa: The Middlebury Chapter of Phi Beta Kappa Society is the Beta Chapter of Vermont, established in 1868. Faculty members of the chapter elect students to membership at the beginning or end of the senior year based on outstanding academic achievement during three or four years' work at Middlebury. Students graduating from Middlebury who have transferred from other colleges may be elected on the basis of at least two years' work at Middlebury.

Commencement Honors: Commencement honors are awarded for high scholastic rank. Graduation honors are summa cum laude, magna cum laude, and cum laude.

Prizes, Scholarships, Fellowships: A number of awards providing honorary or financial recognition of academic achievement have been established. Some of these awards are granted during the student's undergraduate career. Others provide assistance for graduate work.

Departmental Honors Program: Students may be eligible for departmental honors upon graduation if they meet certain standards established by the College and the individual department. Honors work usually requires a special project, such as a thesis. Honors are listed on the commencement program and will be confirmed, when requested, by a written certificate from the director of undergraduate records and the chair of the department, stating the nature and quality of the work done.

HONOR SYSTEM

Before enrolling at Middlebury College each student must agree to abide by the Honor System. This agreement is a condition of matriculation. Under the Honor System all quizzes, preannounced tests, and final examinations are unproctored, and at the conclusion of the examination the student writes and signs on the examination booklet the following statement: "I have neither given nor received unauthorized aid on this examination."

All violations of the Honor System come under the jurisdiction of the Judicial Council, which is student managed. Anyone who observes an infraction should report the offense to the office of the dean of students. Any infraction of the Honor System is punishable by penalties up to indefinite suspension from the College.

PLAGIARISM

All incoming new students are required to sign a statement on which there is a definition of plagiarism and a mention of the penalty for plagiarism. The individual student is responsible for ensuring that his or her work does not involve plagiarism. All charges of plagiarism come under the jurisdiction of the Judicial Review Board, a panel that includes both student and faculty members. Plagiarism is normally punishable by suspension from the College.

DEGREE REQUIREMENTS

All students must complete a major, a first-year student seminar, a College writing course by the end of the sophomore year, and two units of physical education. All students must complete two sets of distribution requirements: a seven-course distribution requirement based on academic content categories and a three-course cultures and civilizations requirement. Students may also choose to complete a voluntary minor.

MAJOR

Students must choose a major no later than the end of their third semester at Middlebury. Some highly structured programs, particularly those involving study in the foreign languages or the natural sciences, are facilitated by a declaration of major by the end of the second semester. In registering for the major program, the student normally consults the chair of his or her chosen department or program. The chair or another member of the department or program serves as the student's major adviser for the student's subsequent years.

In addition to specific courses required for a major, cognate courses may be recommended to further the student's particular academic interests or intentions. Departments offer different programs of senior work, adjusted both to the nature of the field and to the student's needs. A department may offer the equivalent of as many as three units of senior work outside the regular course pattern. This senior work may consist of independent study and/or general examination, a senior seminar, or a senior course. Students should consult the descriptions of senior work under each department or program for details. The senior work courses may be distributed over fall, winter, and spring terms. For a joint major involving two or more departments, a single program of senior work may be required. Details should be worked out with the department chairs involved.

Should students not be satisfied with their first choice of major, they may, before the beginning of the third year, change to another major. Prior to the change, however, they should obtain assurance from the department to which the change is contemplated that they will be able to meet its major requirements. To complete a change in major, a "Major/Adviser Change Form" must be obtained at the Office of the Dean of Students, completed, and returned to that office. After the beginning of the third year, students may change majors only for exceptional reasons and with the consent of the dean of students.

Specific course requirements for each major are listed under the department or program involved. A minimum of 10 fall and spring term courses must be completed in the major. The official majors offered at Middlebury College are:

American Civilization
American Literature
Biology
Chemistry and Biochemistry
Chinese
Classical Studies
Classics
Computer Science
Economics
English
Environmental Studies
French
Geography
Geology
German
History
History of Art and Architecture
Independent Scholar
International Politics and Economics
International Studies
    East Asian Studies
    European Studies
    Latin American Studies
    Russian and East European Studies
Italian
Japanese
Literary Studies
Mathematics
Molecular Biology and Biochemistry
Music
Philosophy
Physics
Political Science
Psychology
Religion
Russian
Sociology-Anthropology
Spanish
Studio Art
Theatre, Dance, and Film/Video
Women's and gender Studies

Joint Major: Joint major programs combine portions of two of the disciplines in the above list, arranged on an individual basis with the cooperation and approval of the departments concerned. These joint majors are official after the required program is approved by an adviser from each department and filed in writing with the dean of students, detailing how the minimum combined total of 14 fall and spring courses will be met. A senior program must combine both majors and be agreed upon by both the departments involved.

Double Major: In this program the student fulfills the complete major requirements of two departments. An adviser from each department is required.

Independent Scholar: Outstanding students with clear educational goals that cannot be fulfilled within the framework of normal departmental requirements may plan their own curricular programs with the assistance of a faculty adviser. They submit their programs to the Independent Scholar Committee for review and approval.

MINOR (OPTIONAL)

Students may elect to complete one or more minors. Minors will be governed by the following guidelines:

- Minors will consist of four to six courses; at least one must be at an advanced level.
- Departments and programs may designate configurations of courses that will constitute a minor (or minors) for that department, program, or major.
- Faculty may design interdepartmental minors in those areas of the curriculum in which a major is not offered.
- Students who elect to complete a minor are strongly encouraged to do so before their senior year.
- No minor will be accepted after registration for a student's final semester.
- Minors will be listed on students' transcripts.
- A course may count toward a student's major or minor, but not toward both.

In addition to the minors associated with many of the majors listed above, the College offers minors in:

- African American Studies
- Jewish Studies
- Teacher Education

FIRST-YEAR SEMINARS AND COLLEGE WRITING COURSES

First-year seminars are thematic courses with an intensive writing component that approach an area of intellectual inquiry from a perspective that attempts to make connections among a number of the traditional disciplines. All entering students register for one first-year seminar during their first semester on campus. The instructor of this seminar also serves as the first-year faculty adviser for all the students enrolled in the course. First-year seminars do not satisfy major requirements. They may, however, satisfy distribution requirements.

After completing a first-year seminar, every student must elect within the next three semesters at least one course designated as a College writing course. A College writing course taken concurrently with a first-year seminar does not satisfy this requirement. For a listing of the College writing courses offered in 2000-2001, see the "College Writing Program" section of this catalog.

PHYSICAL EDUCATION REQUIREMENT

Each student must complete two physical education units unless excused by the Administration Committee. Students may use their participation on varsity and junior varsity intercollegiate teams to satisfy the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams. The requirements must be completed by the end of the sophomore year. The physical education requirement may be completed without charge, although there are fees for some optional courses (for example, karate, scuba diving, riding, alpine skiing, and cross-country skiing).

DISTRIBUTION REQUIREMENTS

All students must complete two sets of distribution requirements: (1) academic categories, and (2) cultures and civilizations. Courses that count toward the major and the minor may be used to satisfy distribution requirements. Winter term courses, first-year student seminars, and College writing courses may also be used to satisfy distribution requirements.

Students must take at least one course in seven of the eight academic categories described below. A single course may be listed as satisfying no more than two academic categories. A student may count a single course in no more than one academic category requirement.

I. ACADEMIC CATEGORIES

1. *Literature:* Literature has been a central form of expression for many societies. Analysis and appreciation of literary texts give students insight into the minds and lives of other human beings, both their own cultural predecessors and people of different traditions, and into the process whereby human experience is imaginatively transformed into art. By studying literature in English and in other languages, students also sharpen their ability to express their own ideas with grace and precision. Courses that fulfill this requirement are designated **LIT**.

2. *The Arts:* The understanding of the history, theory, and practice of the arts is an integral part of a liberal arts education. Courses in this category emphasize either the creative process through the making and performing of works of art (ranging from paintings and sculpture to plays, dances, creative writing, film/video, and musical compositions) or the place of such works of art within a particular historical, cultural, or aesthetic context. Courses that fulfill this requirement are designated **ART**.

3. *Philosophical and Religious Studies:* Courses in this category examine philosophical systems and religious traditions from a variety of viewpoints, including analytical, systematic, historical, sociological, anthropological, and phenomenological perspectives. Some courses deal with specific philosophical problems or theological issues; others trace the history of philosophy or of religious traditions; still others examine philosophical schools of thought or religious traditions during specific periods of history. Courses that fulfill this requirement are designated **PHL**.

4. *Historical Studies:* History is that branch of knowledge that seeks to account for the diverse ways in which human beings in different cultures and societies have all responded to temporal change. Courses in this category study the development of societies and cultures over time. Courses that fulfill this requirement are designated **HIS**.

5. *Physical and Life Sciences:* Courses in this category study inductive and deductive processes of science. Emphasis is on the methods used to gather, interpret, and evaluate data critically, and the placement of this information into a larger context. Fundamental principles of each discipline are discussed in a manner that illustrates the evolving relationship of science, technology, and society. Courses that fulfill this requirement are designated **SCI**.

6. *Deductive Reasoning and Analytical Processes:* Courses in this category deal with one or more of the following: (a) basic principles of reasoning and the axiomatic method; (b) statistical methods for analyzing and interpreting data; (c) key mathematical concepts; and (d) abstract symbolic manipulation or reasoning. Courses that fulfill this requirement are designated **DED**.

7. *Social Analysis:* This category deals with the analysis of the individual in society. Courses involve the systematic study of human behavior and the processes and results of human interaction through organizations and institutions, both formal and informal. Social analysis can be undertaken from a variety of perspectives: inductive (using data to make generalizations about human behavior), deductive (using principles to search for and develop new theories), and normative (using values to recognize important questions and evaluate alternative answers). Courses that fulfill this requirement are designated **SOC**.

8. *Foreign Language:* Speaking, listening, reading, and writing in a language other than one's own exercise and expand the mind. Because of the close interdependence of language and culture, study of a foreign language helps one gain insights into other societies and ultimately one's own. Courses in this category include those taught in a

foreign language or focused on texts in a foreign language. Courses that fulfill this requirement are designated **LNG**.

II. CULTURES AND CIVILIZATIONS

All students are required to complete a cultures and civilizations requirement consisting of (1) one course focusing on some aspect of the cultures and civilizations of the United States, designated **USA**; (2) one course focusing on some aspect of European cultures and civilizations, designated **EUR**; and (3) one course focusing on some aspect of cultures and civilizations other than those of Europe and the United States, designated **OTH**.

A single course may be listed in only one of the three cultures and civilizations categories above. A student may count the same course toward an academic category requirement and the cultures and civilizations requirement. Courses that count toward the major and the minor may be used to satisfy the cultures and civilizations requirement. Winter term courses and first-year student seminars may also be used to satisfy the cultures and civilizations requirement.

Advanced placement credits may be used to satisfy academic category and/or cultures and civilizations requirements only if those credits are treated by the departments concerned as the equivalent of a course in the Middlebury curriculum that may be used to satisfy an academic category and/or cultures and civilizations requirement. No more than two academic categories and/or cultures and civilizations categories may be satisfied with advanced placement credits.

Special Programs

PREMEDICAL, PREDENTAL, AND PREVETERINARY PROGRAMS

No specific major is required of students wishing to prepare for medical professions. The professional schools expect students to complete the following courses:

BI 195 Genetics and Evolution
BI 250 Organelles and Cells
CH 103 Fundamentals of Chemistry I
CH 104 Fundamentals of Chemistry II
CH 241 Organic Chemistry I
CH 242 Organic Chemistry II
MA 112 Calculus I
MA 113 Calculus II
PH 109 Newtonian Physics
PH 110 Electricity and Magnetism
One year of English

Some medical schools expect a student to have taken an additional course in organismal biology. Preveterinary students also need biochemistry (for example, CH 322) and may need to meet other specific biology requirements. There are, in addition, a number of other courses that would be very useful for premedical students (see Handbook 1 on our Web page). Interested students should begin as first-year students by taking biology, chemistry, and mathematics consistent with their backgrounds and abilities. All professional school requirements must be completed to prepare students to take the Medical College Admissions Test, usually by the end of the junior year. Interested students should get in touch with the premedical adviser, Professor Bob Osborne (psychology), soon after their arrival at Middlebury.

EARLY ASSURANCE PREMEDICAL PROGRAM

Working in cooperation with a small group of medical schools (e.g., Rochester, Albany, University of Connecticut, and Medical College of Pennsylvania), Middlebury is able to offer exceptionally well-qualified students the opportunity for acceptance by a medical school at the end of their sophomore year. Candidates for early assurance should be absolutely sure they want to pursue a career in medicine, should be sure of the medical school they wish to attend, and must demonstrate clearly how the early assurance program will benefit them in a significant way. They should be active and productive in extra-academic endeavors, and their academic performance should be outstanding. Those who are selected as early assurance candidates will complete their Middlebury B.A. in normal course prior to entering medical school and, of course, will be expected to maintain high academic standards throughout their Middlebury tenure. For details, contact Professor Bob Osborne (psychology) as soon as possible.

Additional information can be found on the Health Professions Web page listed on the Middlebury site under student services.

PRIMARY HEALTH-CARE INTERACTIONS: A PROGRAM FOR FIRST-YEARS

This program is designed to help with appropriate curricular and career decisions. It is offered primarily for first-year college students who are considering a premedical curriculum of study, and who wish to explore the possibility of a career in medicine or one of the health-care professions.

The program has two required components: It begins with an intensive seminar at Middlebury College during three weeks in August and continues with a one-month preceptorship with a primary-care physician, to occur at each student's convenience during the following year in the period preceding college for those who delay matriculation, during January, or in the early summer.

Those who are about to matriculate at a liberal arts college are invited to apply. Due to space limitations, they should do so as early as possible.

See course descriptions for Sociology/Anthropology SA 160 and SA 161. Interested students should call or see Professor David Napierz (Sociology/Anthrpology). For information about the program (credits, fees, application) call or see Robin Shalek, DKE House, 802-443-2442.

OTHER PREPROFESSIONAL PROGRAMS

Students may participate in other four-year, preprofessional programs that prepare them for studies in law, business management, engineering, nursing, environmental studies, architecture, and other disciplines. These students should register their interests as soon as possible and should periodically check their programs with special advisers in the following fields: law, Professor Murray Dry; business management, Professor David Colander; architecture, Professor Glenn Andres; engineering, Professor Frank Winkler; nursing, Professor Bob Osborne.

EXCHANGE PROGRAMS

Middlebury maintains exchange programs with several colleges, including Berea College and St. Mary's College during winter term and Swarthmore College and Spelman College during the fall and spring terms.

JUNIOR YEAR ABROAD

Many opportunities are available for study abroad during the junior year. Interested students should discuss their plans early with their faculty advisers and their major department chairs.

WASHINGTON SEMESTER PROGRAM

Selected students each year spend one term in the national Washington Semester Program administered by American University. Interested students should contact Professor Paul Nelson, political science. Financial aid is available for this program.

WILLIAMS COLLEGE-MYSTIC SEAPORT PROGRAM IN AMERICAN MARITIME STUDIES

As many as six Middlebury students a year may spend a semester studying maritime history, literature, and culture, as well as oceanography, at the nation's leading maritime museum. Financial aid is available for this program.

SEMESTER AT WOODS HOLE MARINE BIOLOGICAL LABORATORY

Students of biology and/or environmental studies with a science focus may elect to spend either the fall or spring semester at the Woods Hole Marine Biological Laboratory. They may obtain four units of credit for four courses in the area of aquatic biology and chemistry. Interested students should consult the biology department listings for a detailed description of the program and contact the chair of the biology department for more information.

WINTER TERM

During the month of January, students elect a single, intensive program of study. This program may take a wide variety of forms. Properly qualified students may participate in independent study under the direction of a faculty member, in internship programs involving significant exposure to the fundamental work of an established profession, or in student-led courses, which permit qualified students to construct a seminar on a topic approved and supervised by a member of the faculty. With the exception of first-year students, students may pursue independent projects and internships off campus during winter term. Students may choose to take a course taught by either a regular faculty member or one of 20 to 25 visiting faculty who are recruited each year to teach winter term courses in their fields of expertise. Faculty often take advantage of the unique structure of winter term to design courses that are unusual or experimental in format.

Each fall the Curriculum Committee publishes a winter term catalog listing over a hundred courses that will be offered in the coming January. A department may require its majors to take no more than one of its winter term courses, in addition to winter term senior work, during four years. Winter term courses are normally graded on an A to F basis; internships and student-led courses are graded credit or no credit; independent projects are normally graded on an A to F basis, but may be graded honors, pass, or fail. Students involved in introductory foreign language courses may be required to participate in a continuing program during the winter term. Seasonal options and opportunities in physical education continue through the winter term.

COURSES OF INSTRUCTION

Course conflicts will be most easily avoided by taking courses in proper sequence. All courses are given as term courses, with the exception of senior work (700 courses) and 500 courses in an honors program. These course numbers may signify ongoing work and, in that event, are graded S (satisfactory progress) or U (unsatisfactory progress). Winter term independent work (internships and independent projects) is numbered as a 600 course.

At the head of each departmental or program section, the major is described and the requirements for a major in that department or program are stated, together with the recommended courses.

Prerequisites to a course are shown in parentheses. Courses not being offered in 2000-2001 are bracketed. Abbreviations are: lab, laboratory section; lect., lecture section; and disc., discussion section.

The following abbreviations are used to designate courses that satisfy the distribution requirement for academic categories: ART, the arts; DED, deductive reasoning and analytical processes; HIS, historical studies; LIT, literature; LNG, foreign language; PHL, philosophical and religious studies; SCI, physical and life sciences; SOC, social analysis. The following abbreviations are used to designate courses that satisfy the cultures and civilizations requirement: EUR, European; OTH, other; USA, United States.

The College reserves the right, without further notice, to cancel any courses herein described, and to make any other changes in staff, fees, and courses which may be deemed necessary.

Spring term offerings listed for 2000-2001 may be incomplete. The most up-to-date information can be found on the College's Web site <http://www.middlebury.edu>. Departments and programs may be consulted about the possibility of other courses. Information on winter term courses and first-year student seminars will be published and distributed separately.

College departments and programs are organized into divisions, and department and program course listings will appear under the appropriate divisional heading:

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COLLEGE WRITING PROGRAM

Director: Kathleen Skubikowski (assistant professor of English); *Lecturer and Tutor in Writing:* Mary Ellen Bertolini, Barbara Ganley

Because the ability to express oneself clearly and thoughtfully in writing is integral to a liberal arts education, Middlebury is committed to a program of writing instruction across the curriculum. Because of this commitment to writing, all academic departments at the College participate in the College writing program, offering "College Writing" (CW) courses.

During their first and second years, all Middlebury students are required to take at least two courses designated as CW. The usual sequence for these courses is a first-year seminar in the first semester and then a second College writing course, selected from a wide range of offerings, in the second, third, or fourth semester. College writing courses are designated (CW) in the catalog.

Some students may desire work on refining basic writing skills at the beginning of their college careers. They may elect to take a writing program course, WP 100 or WP 101 The Writing Process (see description below) concurrently with the first-year seminar or in their second semester. These courses do not satisfy the College writing requirement, but do provide an opportunity for extensive individual work on the student's writing skills.

All writers benefit from feedback on work in progress. At the Gifford Writing Center students can schedule individual tutorial sessions with experienced tutors trained to assist them at any phase of a writing assignment.

Transfer students should consult with the director of the College writing program to determine which of the College writing requirements (if any) they have satisfied through course work at another institution. In general, matriculated students have to complete the courses for the College writing program at Middlebury.

WRITING PROGRAM COURSES

WP 100 The Writing Process (Fall)
A writing workshop designed for students who would like extra work on basic skills and for students for whom English is a second language. We will concentrate on the processes involved in writing: from free writing about a topic to creating and supporting arguments; from revising drafts to polishing a final version. Grammatical issues will be discussed. This course does not fulfill the College writing requirement. (Ms.Bertolini, staff)

WP 101 The Writing Process (Spring)
This course, a continuation of WP100, is primarily for students who have completed a first-year seminar, although a few spots are reserved for February first-years. As students begin to master organization and argument in their writing, this course encourages them to improve their writing style and research skills. This course does not fulfill the College writing requirement. (staff)

WP 200 Writing Across the Arts (Spring)
WP 200 is a writing-intensive course designed for students with an active interest in the arts and arts reviewing. We will focus on the structure and content of effective arts writing by exploring the traditions and current trends of writing about the arts and by writing art criticism and reviews of four art forms: creative writing, theatre, painting, and music. The class will attend and discuss exhibitions, performances, and readings; analyze arts criticism; write reviews and critiques as well as longer essays; and complete a final project. (Ms. Ganley)

THE FIRST WRITING INTENSIVE COURSE: FIRST-YEAR SEMINARS

For course descriptions, see page 166 or visit the First-year Seminar Program Web site at:
<http://www.middlebury.edu/~fys/>

First-Year Seminars Fall 2000

FS 001	The Western Hero - Visions and Revisions (Ms. Evans)
FS 002	Roads Less Traveled: Literature and Culture of Northern New England (Mr. Lindholm
FS 003	Literature and Moral Choice (Ms. Millier)
FS 004	Representations of the First World War (Ms. Morey)
FS 005	Drawing and Writing (Mr. E. Nelson)
FS 006	Neural Disorders: Individuals, Families, and Society (Mr. Parfitt)
FS 007	How Scientists Work (Mr. Dick)
FS 008	E-Commerce (Mr. Martin)
FS 009	Greek Tragedy (Mr. Witkin)
FS 010	Mountains East and West (Mr. Moran)
FS 011	The Rise and Fall of the Socialist Economic System (Mr. Pyle)
FS 012	Markets and Politics (Mr. Prasch)
FS 013	Novels Into Films (Mr. Mitchell)
FS 014	The Language of Poetry (Mr. Parini)
FS 015	Coming of Age: Stories of Initiation (Ms. Napier)
FS 016	Literature and the Visual Arts (Ms. Losano)
FS 017	Paris, City of Exile (Mr. Nunley)
FS 018	More or Less American (Mr. Knox)
FS 019	The Isolation of Antarctica (Ms. Manley)
FS 020	Reading Fairy Tales Today (Ms. Matthias)
FS 021	Building Florence (Mr. Andres)
FS 022	Land and Power in Modern Africa (Mr. Tropp)
FS 023	Love and Death in Western Europe, 1300-1900 (Mr. Monod)
FS 024	The First World War in the History of European Society (Ms. Lamberti)
FS 025	Communism and Fascism (Mr. West)
FS 026	Science as Art in the Work of Tom Stoppard (Mr. Abbott)
FS 027	When People Work Together, Communities Change (Ms. Clookey)
FS 028	Artificial Intelligence and Society (Mr. Huang)
FS 029	The Fate of Morality (Mr. Bates)
FS 030	Chaos, Complexity and Self-Organization (Mr. Dunham)
FS 031	Environmental Controversies in the U.S. (Ms. Layzer)
FS 032	The Politics of Globalization (Ms. Pekkanen)
FS 033	Global Popular Music (Ms. Post)
FS 034	Culture and Cognition (Ms. Hofer)
FS 035	Between Hope and Despair: In Pursuit of the Millennium (Mr. Saleh)
FS 036	The Art of Translation (Mr. Katz)
FS 037	Education and Social Inequality (Ms. M. Nelson)
FS 038	Women, Family and Religion (Mr. Rochford)
FS 039	Food and Culture Around the Mediterranean (Ms. Rogers)
FS 040	Comedy and Horror: Spectator Response and the Communication of Meaning in Film and Literature (Mr. Grindon)
FS 041	Voices Along the Way (Ms. Ganley)

First-Year Seminars Spring 2001

FS 050	Art and Chemistry (Ms. Choi)
FS 052	Human Nature (Mr. Wyatt)
FS 053	Art and the Liberal Arts (Mr. Wilson)
FS 054	The Italian Renaissance and the Reaffirmation of the Human Spirit (Mr. Skubikowski)
FS 055	Process, Culture and Music in Performance Art (Ms. Tan)
FS 056	War (Mr. Leng)
FS 057	Making Meaning in America: Religion and Ethics in the Modern Period (Ms. Gould)
FS 059	Women and Creativity (Ms. Faraone)
FS 060	Living la vida loca? Latinos in the US (Ms. Martínez-Lage)

THE SECOND WRITING INTENSIVE COURSE: COLLEGE WRITING COURSES

After successfully completing a first-year seminar but before the end of the sophomore year, every student must elect at least one course designated as a College writing course (CW). A College writing course taken concurrently with a first-year seminar does not satisfy this requirement. The College writing courses are designed to continue developing and improving the skills of written communication addressed in the first-year seminars, and to introduce students to the methods of inquiry and the specialized discourse and forms of their major fields. They are taught in sections of limited enrollment and require extensive writing and revising, which are often carried through the process of revision. The College writing courses include discussion of both particular and general problems of writing and may include individual conferences on writing.

Satisfactory completion of one of these College writing courses is a graduation requirement. Students who have completed one College writing course may elect a second, different course in the program, space permitting.

For more information about the College Writing Program, please visit the Web site at:
<http://www.middlebury.edu/~writing/>

College Writing Courses for 2000-01

The courses listed below are among those that will satisfy the writing requirement in 2000-01. For full descriptions, see the entries under individual departments of instruction. Students taking a lecture course for "CW" credit should make sure to sign up for the "B" section of the course. For the particular sections of courses that are designated as writing intensive, consult the schedule of courses. Additional College Writing courses are normally offered during the winter term. For a listing of these courses, consult the winter term catalog.

Biology

BI 140 Applications in Conservation Biology (CW) (Fall)
BI 360 Practical Cell Biology (CW) (Fall)
BI 370 Animal Physiology (CW 15) (Spring)

Chemistry and Biochemistry

CH/GL 283 Environmental Geochemistry (CW 15) (Spring)
CH 311 Instrumental Analysis Laboratory (CW) (Fall)

Classics

CL 160 Greek and Roman Comedy (CW 8) (Fall)

Economics

EC 150 Introductory Economics (Macro) (CW 15) (Fall)
ES/IS 275Environment and Development (CW 15) (Spring)

English

EL 203 Interpretation of Literature (CW 15) (Fall, Spring)
EL/TH 218 Playwriting I (CW 15) (Fall)
EL/TH 240 Screenwriting Workshop I (CW 12) (Fall, Spring)

Environmental Studies

ES/IS 275 Environment and Development (CW 15) (Spring)

French

FR 221 Romanticism-Modernism (CW 6) (Fall, Spring)
FR 255 Improving Writing in French (CW) (Spring)

Geography

GG 100 Introduction to Geography (CW 15) (Fall, Spring)

Geology

GL 170 The Dynamic Earth (CW 15) (Fall)
GL 201 Bedrock Geology of Vermont (CW 25) (Fall)

German

GN 304 Advanced Writing Workshop (CW) (Fall)
GN 420 "America" in the German Imagination (CW) (Fall)

History

HI 112 Modern East Asia (CW 5) (Spring)
HI 203 United States History: 1492-1861 (CW 10) (Fall)
HI 204 United States History: 1861-1960 (CW 10) (Spring)
HI 233 Nomads of Eurasia (CW 5) (Spring)
HI 248 Modern Russia (CW 5) (Fall)
HI 285 Colonial Latin America (CW 5) (Fall)

Japanese

JA 320 Natsume Soseki and the Modernization of Japan (CW 5) (in English) (Fall)

Literature Program

LI 101 Reading Literature (CW 15) (Fall, Spring)

Physics

PH 321 Experimental Techniques in Physics (CW 10) (Fall)

Political Science

PS 320 American Political Development (CW 15) (Spring)
PS 324 The Political Development of Western Europe (CW 15) (Spring)

Psychology

PY 202 Research Methods in Psychology (CW 15) (Fall, Spring)

Religion

RE 110 Introduction to Western Religious Life and Thought (CW) (Spring)

Russian

RU 151 Russian Literature's Golden Age: 1830-1880 (CW 10) (in English) (Fall)
RU 152 Russian Literature's "Bloody Age": Twentieth-Century Literature and Society (CW 10) (in English) (Spring)

Sociology/Anthropology

SA 215 Sociology of Education (CW 5) (Spring)
SA/WG 303 Gender, Self, and Emotion (CW 5) (Fall)
SA/RE 308 Sociology of Religion (CW5) (Fall)
SA 310 Sociology of Politics and Power (CW 5) (Spring)
SA 326 Latin American Culture and Society (CW 5) (Fall)
SA 332 Peoples and Cultures of Africa (CW 5) (Spring)
SA/WG 354 Sociology of Personal Relationships (CW5) (Fall)
SA 360 Development and Globalization: The Changing Face of the Modern World-System, 1944-1998 (CW 5) (Spring)
SA 382 Symbolic Anthropology (CW 5) (Spring)

Spanish

SP 311 Contemporary Hispanic Theatre (CW) (Fall)

Studio Art

AR 520 Advanced Studies in Studio (CW 5) (Fall, Spring)
AR 720 Senior Independent Study in Studio (CW 5) (Fall, Winter, Spring)

Theatre, Dance, and Film/Video

TH/EL 218 Playwriting I (CW) (Fall)
TH/EL 240 Screenwriting Workshop I (CW) (Fall)

ARTS

Interdepartmental Courses

AD 116 The Creative Process (Fall, Spring)

A working examination of the process by which ideas are created and given shape. The individual creative experience is explored in terms of working methods and perceptual forms. AD 116 is a hands-on, experiential course suggested for all students interested in exploring creativity in the arts. Lectures, discussions, presentations, performances, and readings. Required of theatre and dance majors in the Department of Theatre, Dance, and Film/Video. (First- and second-year students only) **ART** (fall: Ms. Campbell, dance, Mr. Schmitz, dance; spring: Ms. Campbell, dance, Mr. Medeiros, theatre)

Music

Associate Professor: Su Lian Tan, Greg Vitercik (chair); *Assistant Professors:* Jennifer Post; *Instructor:* Evan Bennett; *Twilight Artist-in-Residence:* François Clemmons; *Visiting Instructor:* Stacy Moore

The Department of Music offers a wide variety of courses in the history, theory, and sociology of music, and in specific areas including composition, performance, jazz, and world music. Some courses assume the ability to read music notation; see the course listings below.

Required for the Major: Majors are required to take MU 209-210, MU 220-221, and MU 301-302; a performance elective such as MU201, MU240, MU261, or MU500; two 200-level or above elective courses; one elective course in world music, chosen in consultation with the adviser; and one or two units of senior work. In addition to the curricular requirements, majors are required to participate for three semesters in at least one departmental ensemble: College Choir, Chamber Choir, Orchestra, or another approved ensemble.

Required for the Joint Major: A minimum of eight courses at the 200 level or above, including at least one unit of senior work in music. In addition to the curricular requirements, majors must participate for three semesters in at least one departmental ensemble: College Choir, Chamber Choir, Orchestra, or another approved ensemble.

Required for the Minor: Students who do the voluntary minor in music are required to complete five courses, two of which may be general introductory courses (100 level). The three other courses would all be at an upper level (200-400 level); all three may be in a specific area of specialization, or two may be in a specific area with the third in another area. Students may also do an independent project (MU 500), which counts as one course toward the voluntary minor.

Senior Work: Music majors and joint majors will propose a senior project by April 1 of their junior year. Projects that have been approved by the department will be undertaken as the student's senior work (MU 704); general guidelines for senior work are available from the department coordinator.

Departmental Honors in music reflect a student's overall achievement in and contribution to the department. To be eligible for consideration for honors, a grade average of at least B+ in all music courses is required. Honors are awarded primarily on the basis of excellence in senior work: B+ in senior work and B+ in departmental courses will be eligible for honors; A- in senior work and A- in departmental courses will be eligible for high honors; A in senior work and A in departmental courses will be eligible for highest honors.

Applied Music

Undergraduates interested in performance for academic credit should see the description for MU 205.

Private instruction in musical instruments and voice is available through the department. Registration for these lessons takes place the first week of each term in the main lobby of the Center for the Arts. Contact the department at extension 5221 for further information. Contracts must be signed after the first lesson and are binding. The fee of $225 is to be paid to the Cashier's Office upon receipt of a bill at the mid-point of each term. No rebate is allowed for lessons missed except in the case of injury or continued illness. There are ten 45-minute applied music lessons per semester (four during winter term [$90.00]). Members of the College Orchestra and Chamber Choir are entitled to half-price lessons.

For those students accepted for private instruction, the applied fee is waived if they are music majors, music joint majors, or are enrolled in performance-related MU 500, MU 600 or MU 704 projects. Private instruction: piano: Ms. Fanning, Ms. Paden, Ms. Huard; harpsichord: Ms. Huard; jazz piano and jazz voice: Mr. Forman; violin: Ms. Cooper; cello: Ms. Davydov; flute: Ms. Janson; clarinet: Mr. McBride; horn: Mr. Parshley; trombone: Mr. Bouchard; classical guitar: Mr. Geoghegan; acoustic and electric guitar: Mr. Asbell, Mr. Howes; voice: Ms. Christensen, Ms. Kähler, Ms. Kaiser, Mr. Marcy; conducting: Mr. Bennett; carillon: Mr. Matthew; organ: Mr. Fanning.

The department will assist the student in securing instrumental instruction not provided by the staff. In some cases, however, it is not possible to find a qualified instructor.

ENSEMBLES

Middlebury College Orchestra: The Orchestra performs approximately four times a year in programs featuring music from all periods. Instrumentalists may arrange for an audition through the music department. Subsidized instrumental lessons with applied faculty members are available; see 'Applied Music' above. See course listing for MU 205. (Mr. Bennett)

Chamber Choir: The Chamber Choir sings at concerts on and off campus. Audition required, open to all students without prerequisite. Subsidized voice lessons with applied faculty members are available; see 'Applied Music' above. See course listing for MU 205. (staff)

College Choir: Open to all - those who read music and those who do not. No audition required. Choir performs at many campus and off-campus events. The ensemble sings a wide repertoire, including Gershwin, Thompson, songs from the traditional repertoire, American Negro Spirituals. Voice lessons with Mr. Clemmons are available on request. (Mr. Clemmons)

Other Chamber Ensembles: String quartets, woodwind and brass ensembles can be formed and coached for interested students. Independent projects (MU 500 and MU600) can be arranged for these groups.

MU 101 Introduction to Western Music (Fall)

This course is designed to introduce students to the music created by the men and women of Western civilization. The styles and genres of art music from the Middle Ages to the present will be a focus for the course. The relationship of music to society, historical context, and the other arts will also be examined. Music reading skills are not required. **ART EUR** (Ms. Moore)

MU 102 The Concert Experience (Spring)

Music exists primarily in performance. In this course we will examine a range of musical styles, forms, and genres—including both Western and non-Western, "classical," popular, and jazz–as they are experienced in live performance. Through a variety of readings we will also explore the historical, social, cultural, and political contexts that shape this experience, both for the listener and performer. Guest lecturers will include composers and performers, as well as management and marketing professionals involved in the concerts we will be attending. Attendance at the concerts involved is mandatory. (No prerequisites; open to students who have taken MU101 by *permission only*) **ART** (Mr. Vitercik)

[MU 105 Introduction to World Music]
ART SOC OTH

MU 109 Musical Soundscapes (Spring)

This course is an introduction to theoretical concepts in music covering the fundamentals of musical sound. We will focus on the elements of music, including the physics of sound, musical notation, rhythm, melody, texture, harmony, and form in the context of our increasingly international soundscape. Class examples and ear-training exercises will be drawn from a wide range of musical styles and traditions. No prior musical experience is required. (Students who wish to take upper-level music theory or composition courses must either complete this course or pass a theory and musicianship test administered by the department.) **ART** (Ms. Moore)

[MU 110 History of Jazz]

AD 116 The Creative Process (Fall, Spring)

See the interdepartmental listing at the beginning of Arts Division for description.

MU 125 Music in the United States (Spring)

This course is an introduction to the diverse musical traditions found in rural and urban North America. We will study the musics of Native Americans, European Americans, African-Americans, Chicano/Latino Americans, and Asian Americans, tracing the development of each musical tradition from its historical roots to explore its influence today on contemporary American music. We will discuss issues of ethnicity, community, regionalism, style, genre and revival, as we examine each group's unique musical contributions. Among the musical styles we will study are ballads, spirituals, gospel, blues, jazz, Celtic, klezmer, polka, Cajun, zydeco, Tejano, and salsa. No previous musical experience is expected. **ART SOC USA** (Ms. Post)

[MU 190 Beethoven]

[MU 191 Nineteenth-Century Romanticism in Music]

[MU 201 Jazz Theory and Improvisation]

MU 205 Performance Lab (Fall, Spring)

Credit can be conferred for performance in faculty-supervised ensembles (see "Ensembles" above), one unit of such credit to accrue over two semesters (Spring and Fall only). Grades, based on attendance and quality of performance, will be given by the appropriate supervising faculty. A student should register for MU 205 at the beginning of each term by adding it as a fifth course. MU 205 may not be taken more than once. **ART** (Mr. Bennett, Mr. Clemmons, staff)

MU 209 Music I (Fall)

Music I focuses on the materials and grammar of music through compositional exercises. Students will write short pieces for various instruments and ensembles, notate their pieces, rehearse, and perform them, thereby learning about music through discovery and observation. The assignments are designed for students with or without compositional experience. (Ability to play an instrument or sing; MU 109 or must pass a placement exam in fundamentals of music theory administered during the first class.) **ART** (Mr. Bennett, Ms. Tan)

MU 210 Music II (Spring)

Continuation of MU 209, which is a prerequisite. **ART** (Ms. Tan)

MU 220 Survey of Music History (Fall)
A chronological survey of Western art music from the earliest notated music through the middle of the 18th century. Beginning with Gregorian chant and troubadour song, we will explore the music of the Middle Ages, the Renaissance and the Baroque era. Among the composers discussed are Machaut, Josquin des Prez, Palestrina, Monteverdi, Purcell, Vivaldi, Handel, and J. S. Bach. Analysis of the music will be supplemented by consideration of the ways in which music relates to the other arts and reflects the history and culture of its time. (Students should have had some prior musical experience, such as MU 101 or MU 209; some familiarity with music notation is assumed.) **HIS ART EUR** (Mr. Vitercik)

MU 221 Survey of Music History (Spring)
This course is a survey of Western art music from the preclassic age of J.S. Bach's sons to the present. The approach of the course is historical, analytical, and cultural; we will try both to understand the music as music and to see how it reflects its age and the concerns of the composer and the audience. (Students should have had some prior musical experience, such as MU 101 or MU 209; some familiarity with music notation is assumed. MU 220 is not a prerequisite.) **HIS ART EUR** (Ms. Moore)

[MU 234 Music in the Culture of the Renaissance]

MU 238 Music and Performance in Africa (Fall)
This course will introduce students to the diverse musical traditions of sub-Saharan Africa. Using recent literature in ethnomusicology, we will study examples of musical performance in specific cultural groups, including the Zulu, Shona, Venda, BaAka, Mande, and Yoruba. We will explore the diversity in performance practice, style and aesthetics, and examine issues that affect rural and urban residents today, such as the role and status of musicians in society, and the impact of nationalism on local music. Sources for information will include ethnographic literature, audio and video recordings, visiting performers, and performance workshops. **ART SOC OTH** (Ms. Post)

[MU 240 Music Theatre: Theory and Practice]
ART

[MU/HI 256 Fin de Siècle: Ideology and Aesthetics at the End of the Nineteenth Century]
ART HIS EUR

MU/HI 257 Totalitarian Culture: History and Music in Russia and Europe between the Wars (Fall)
See Department of History listings for description. **HIS ART EUR** (Mr. Vitercik, Mr. West)

[MU 261 Vocal Repertory]

MU 276 Topics in Opera. Wagner's Ring: the Twilight of the Gods and the Birth of the Twentieth Century (Spring)
In their breadth and richness of conception–and simply in terms of size–the four operas that make up Wagner's *Ring des Niebelungen* represent one of the most imposing documents of modern Western culture. This work sums up central strands of 19th-century aesthetic, philosophical, political, social, and, of course, musical thought, and its unprecedented influence marks it as a primary source of the thinking that has shaped the twentieth century, from Freud and Jung to Hitler and video games. We will explore the work in depth, its sources in myth and philosophy, and the rich interpretive tradition it has spawned. **ART EUR** (Mr. Vitercik)

[MU/WG 280 Music, Gender and Performance]
ART SOC OTH

MU 282 Songs and Social Movements (CW) (Spring)
For centuries songs have played a critical role in the political life of social groups. Through musical performance, many organizations build strength and cohesion and also effect change. In this course we will investigate the role that songs play in social movements in selected cultures throughout the world. We will examine historical and contemporary communities where songs have been actively used to develop and maintain a sense of identity and cohesion, for resistance and mobilization. Areas of inquiry include songs of the civil rights and the folk revival movements in the United States, nationalism and song in China, protest songs of South Africa, West African popular song and social change, political songs of Latin America and the Caribbean, national identity and song in Europe, politics and ritual in Australian aboriginal song. Sources will include primary documents in printed, audio and video format, and secondary literature drawn from ethnomusicology, anthropology and sociology. **SOC ART OTH** (Ms. Post)

MU 301 Theory I (Fall)
This course explores elements of music, especially harmony and counterpoint, encountered in works from the Baroque era to the 20th century. We will investigate these elements through composition and stylistic and technical analysis, examine their relationship to music history, and discuss how to apply this knowledge to individual performance. Whenever possible, these issues will be addressed with regard to pieces currently being performed within the department or by members of the class. (MU 209 and 210, or approval by instructor) (Mr. Bennett)

MU 302 Theory II (Spring)
Continuation of MU 301, which is a prerequisite. (Mr. Bennett)

[MU 303 Form and Process in Tonal Music]

MU 309 Advanced Composition I (Fall)
This course will focus on writing for string quartet, and involve issues of string techniques, styles, and practical considerations, as well as study of selected elements of the quartet literature. We will be working in conjunction with a professional string quartet. This course will culminate with a reading of student works by the Takàcs Quartet. (MU209, 210 or by waiver) (Ms. Tan)

[MU 310 Advanced Composition II]

[MU 320 Sounds and Signs]

[MU 323 Music of the Classical Period]

MU 325 Community and Music (Fall)
In this course, we will use the local community as our field site and document the performance practices of regional musicians and dancers. Students will explore their own community at the College, and then observe and document music and dance events that are representative of local expressive traditions, including fiddler's club meetings, contradances, jam sessions, and concerts. Using interviews, participant observation, structured observation, and historical research, we will identify local and regional musicians and dancers, and discuss how performances are indicators of community values in historical and contemporary contexts. We will seek information from musicians and instrument builders who represent a broad spectrum of genres, including folk, popular and classical music. Students will work collaboratively and individually to design, execute, and present research on local performance traditions. (Prerequisite: one course in sociology/anthropology or one course in music; *approval required.*) (Ms. Post)

[MU 331 History of Opera]

MU 340 Music And/As Text (Fall)
Can music be described as a system of communication? Do composers inscribe thoughts and messages in their music that listeners can then recover whole or in part? If music does communicate on its own, then how does its message change when it is combined with words? How might those changes be different across historical contexts? In this course, we will explore the nature of texted music from several centuries. We will examine such works as the 19th-century art song, Beethoven's Ninth Symphony, opera, the blues, the *formes fixes*, Gregorian chant, and rap, supporting our investigations with ideas from semiotic theory, aesthetics, and music criticism. We will seek an understanding of the "language" of each work, and of the context necessary for that language actually to communicate. (MU 220 or MU 221 or by waiver) **ART** (Ms. Moore)

[MU 360 Contemporary Music]

MU 410 Seminar in Composition (Fall)
We will discuss a variety of issues arising from major works of the music literature, and related compositional, analytical, and aesthetic commentaries. The works will be chosen and discussed with an eye towards providing a context for your own music making, particularly senior work in progress. Senior work itself will be an additional focus of the class, with an opportunity for class and individual feedback during several stages of your work, and exploration of issues that arise from it. Significant portions of the class will be devoted to musical analysis, critical discussion of texts concerning composition and composers, aesthetics, contemporary music in general, and the place of these subjects in the music industry. (Open to majors only.) (Ms. Tan)

[MU/IS 458 The Aesthetic Principles of Musical Theatre in Asia and Western Europe]

MU 500 Independent Study (Fall, Spring)
Admission by approval; consult published departmental guidelines.

MU 600 Independent Study (Winter)
Admission by approval; consult published departmental guidelines.

MU 704 Senior Work (Fall, Winter, Spring)
Senior work is required of all music majors and joint majors. Projects may be in history, composition, theory, or performance, and should culminate in a written presentation, a public performance, or a combination of the two. Preliminary proposals for senior work must be made by April 1 of the junior year. Admission by approval; consult published departmental guidelines.

PROGRAM IN STUDIO ART

Professors: David Bumbeck, Jim Butler, John Huddleston, Eric Nelson; *Visiting Assistant Professor:* Suzanne Bocanegra; *Artist-in-Residence:* staff (spring term)

The studio art curriculum offers a comprehensive educational experience to liberal arts undergraduates. Its overall objective is to train students to think, question, and make qualitative judgments about themselves, their world, and the culture they will inherit. A balanced faculty of professional artists is committed to close individualized instruction. We teach the techniques of drawing, painting, printmaking, photography, video, and sculpture. Augmenting our core curriculum are semester courses offered by artists-in-residence. Studio art welcomes those who wish only to sample the experience of art making and those who desire a more in-depth study of the artistic process, as well as students who wish to commit themselves to studio art as a major in the liberal arts context.

Required for the Major: AR 159 and AR 160 (Studio Art I and II); two art history courses; plus eight additional courses in art, at least six of which must be in studio. Seniors who have demonstrated their ability to work independently may apply by portfolio review to do a year of senior work (AR 720, three course credits) culminating in a spring exhibition. Students enrolling in studio courses should be aware that there will be expenses for materials beyond those supplied by the program in studio art. For estimates, consult the instructors of the courses you are considering.

Minors in Studio Art: AR 159, AR 160, four courses at the 300 level or higher.

Honors: Categories of honors are based upon cumulative departmental averages as follows: honors, 3.1 or higher; high honors, 3.5 or higher; highest honors, 3.7 or higher.

Teacher Training: Students interested in teacher training in art should consult with the chairs of the teacher education program and the studio art program.

AR 159 Studio Art I: Drawing (Fall)
A complete and thorough basic drawing course. Mediums used will be pencil, charcoal, conte crayon, and pastel. Work will be done from observation and invention. Line, perspective, value, composition, and introduction to color will be discussed. Assignments will involve students not only with the formal and technical aspects of drawing, but also with the idea of drawing as an individual means of expression. No prior drawing experience is assumed or expected. Required of all art majors and minors. Junior and senior nonmajors will be assigned unfilled spaces only after art majors have been accommodated. Each section limited to 20 students. Note that the following winter term courses will count as substitutes for AR 159: AR 165 Collage/Assemblage, AR 170 Beginning Oil Painting and AR 175 Basic Drawing. **ART** (Mr. Bumbeck, Mr. Butler, Mr. Huddleston)

AR 160 Studio Art II: Sculpture, Painting, Video (Spring)
A continuation of AR 159, which is split into two six-week segments. In the first segment we will introduce three-dimensional concepts with the media of clay, cardboard, plaster, and mixed materials. In the second segment we will introduce applied color theory through the medium of acrylic paint. Mr. Huddleston's section of this course will substitute a video-making segment in place of the painting segment. Assignments will involve students with the idea of sculpture, painting, and video as means for individual expression. Required of all art majors and minors. (AR 159 is suggested preparation for this class but is not required.) Note that the Winter Term course AR 252 Found Object Sculpture will count as a substitute for AR 160. **ART** (Ms. Bocanegra, Mr. Bumbeck, Mr. Huddleston, Mr. Nelson)

AR 309 Painting (Fall)
Basic oil painting with the emphasis on structuring pictorial space in representational and nonrepresentational or abstract conceptions. Use of new and traditional media. Students will work with still life, landscape, and the human figure. Limited to 15 students.(AR 159 and AR 160) **ART** (Mr. Butler)

AR 310 Painting (Spring)
A continuation of AR 309. **ART** (Ms. Bocanegra)

AR 315 Printmaking (Fall)
Studio instruction in traditional and contemporary methods of intaglio printmaking. Critical emphasis on monochrome imagery augmented by extensive slide lectures, providing the student with a thorough background in recent developments in the intaglio medium. Limited to 15 students. (AR 159 and AR 160) **ART** (Mr. Bumbeck)

AR 316 Printmaking (Spring)
Continued instruction in the intaglio medium, incorporating the collagraph method and the full range of color methods, including ink viscosity, multiple plate, and relief color printing. **ART** (Mr. Bumbeck)

AR 319 Sculpture (Fall)
An introduction to the fundamental principles and techniques of sculpture in both traditional and contemporary practice. Instruction will include modeling, mold-making, casting, and construction in wood, metal, and mixed materials in figurative and nonfigurative forms of expression. Limited to 15 students. (AR 159 and AR 160) (Mr. Nelson)

AR 320 Sculpture (Spring)
A continuation of AR 319. Students will pursue expression in three-dimensional form with an emphasis on the issues of size and scale while exploring new techniques and concepts. (Mr. Nelson)

AR 327 Photography (Fall)
An introduction to the discipline. Exploration of traditional and contemporary photographic expression, including portraiture, landscape, street, and collage. Some study of the history of photography. Basic camera and darkroom techniques. Students must have a 35 mm camera with manual focus and manual aperture with shutter speed settings. (AR 159 and AR 160 or two semesters of video production, TH 135, TH 235, Sight and Sound I and II). Limited to 15 students. (Mr. Huddleston)

AR 328 Photography (Spring)
A continuation of AR 327. (Mr. Huddleston)

AR 332 Special Topics in Studio Art (Spring)
(staff)

AR 520 Advanced Studies in Studio (CW 5) (Fall, Spring)
Supervised independent work in studio. Studio independents are required to attend regular group critiques with the studio art staff and the other senior studio independents. (Admission by portfolio review the week prior to registration, and recommendation of resident faculty member is required.) (staff)

AR 720 Senior Independent Study in Studio (CW 5) (Fall, Winter, Spring)
Three terms of supervised independent work. Culmination of independent work will be an exhibition. All senior studio art independents will meet for regular group critiques with the studio art staff and other senior studio

independents. (Admission by portfolio review the week prior to registration and recommendation of resident faculty member is required.) (staff)

GUIDELINES FOR INDEPENDENT WORK IN STUDIO ART

Under no circumstances will a student be allowed to register for AR 520 or AR 720 unless his or her adviser's signature is on the official registration card. Advisers will sign cards only after a discussion concerning planned senior work. No change of advisers, topics, or projects will be allowed subsequently without signed approval of a student's adviser(s) and the department chair.

Independent work can be undertaken only in areas in which students have done previous work at the college level and have demonstrated that mastery of the scholarly material or artistic medium is sufficient to justify independent study. For independent work each student must find an adviser to sponsor his or her project and submit a written proposal for consideration and approval by the entire studio art faculty. Students must indicate their previous experience in the study of studio art, the precise nature of the project, and the work that will result from their semester's endeavor. All students enrolled in AR 520 or AR 720 must keep Wednesday evenings free for bimonthly critical sessions with the studio art faculty. These sessions are required, and no exceptions or exemptions can be made.

THEATRE, DANCE, AND FILM/VIDEO

Professors: Cheryl Faraone (chair), Andrea Olsen (on leave fall), Ted Perry, Richard Romagnoli, Douglas Sprigg; *Associate Professors:* Mark Evancho (on leave winter/spring), Arthur St. Leger Grindon; *Assistant Professors:* Jule Emerson, Anne Morey, Jeffrey Ruoff, Peter Schmitz; *Lecturers:* Penny Campbell, Donald Mitchell; *Visiting Lecturers:* Deborah Ellis, Christopher Marshall (fall), Claudio Medeiros (spring), Dana Yeaton (fall), Hallie Zieselman; *Technical Director:* Allison Rimmer; *Assistant Technical Directors:* James Dougherty, Wendel Jacobs; *Lighting Designer and Technical Director for Dance:* Jennifer Ponder; *Costume Director:* Linda Waters

MAJOR PROGRAM

The Department of Theatre, Dance, and Film/Video provides intensive exposure to several artistic forms. Students electing a major will focus in either theatre, dance, or film/video, studying some combination of acting, directing, design, playwriting, dramatic literature, dance, film/video studies, screenwriting, or video-making.

Required for the Major: Majors in all three areas are expected to do independent work: TH 500 Dance, TH 507 Film/Video, TH 701 or TH 705 Theatre.

THEATRE

The theatre program is designed to encourage creativity, artistic excellence, and a rigorous examination of the current and historical possibilities for theatrical expression. Theatre guides students toward an integrated understanding of all aspects of the theatrical experience while sharpening their creative and analytic skills in acting, directing, designing, playwriting, literature, history, and criticism. Students selecting theatre will take The Creative Process (AD 116), Acting I: Beginning Acting (TH 102), Directing I (TH 214), Twentieth-Century Performance Aesthetics (TH 306), one course in design to be determined in consultation with their adviser, and senior independent work (TH 701 or TH 705). In addition, students will choose one of the following tracks: acting/directing; design/production; or dramatic literature, theory, and playwriting:

Acting/Directing Track: Students choosing the acting/directing track will also take two-three courses in dramatic literature/history (a TH prefix is required for all but one course), and three-four courses in performance for a total of six additional courses, to be determined in consultation with their adviser.

Design/Production Track: Students choosing the design/production track will also take HA 110, HA 111, and four additional courses in design (see below), to be determined in consultation with their adviser.

Dramatic Literature, Theory, and Playwriting Track: Students choosing the dramatic literature, theory, and criticism track will also take Playwriting I (TH/EL 218). The remaining five courses include: two additional dramatic literature courses with a theatre prefix and three other courses (to be selected in conjunction with the student's adviser) from among the following in literature, theory, and criticism: Greek Tragedy (CL 152), Modern British Drama: 1890-1950 (EL 229), Contemporary British Drama: 1950-Present (EL 230), Restoration and Eighteenth-Century Drama (EL 306), Seventeenth- and Eighteenth-Century English and European Drama (EL/LS 308), Modern Drama (EL/LS 310), Shakespeare's Comedies and Romances (EL 319), Shakespeare's Tragedies and Histories (EL 320), Shakespeare (EL 321), Aesthetics: Philosophy and Film (PA/TH 331), or Introduction to Literary Theory and Criticism (CS/LS 360).

Course Categories:

Drama/History: Contemporary Women Playwrights (TH/WG 206), Contemporary British Playwrights: The Second Wave (TH 208), American Drama (TH 216), Modern Drama (TH 226), History of Western Drama (TH 326), Independent Project (TH 505/701/705)

Performance: Acting II: Voice/Body for the Actor (TH 202), Production Studio: Acting/Directing (TH 210/220)*, Playwriting I (TH 218), New Plays: Playwrights and Directors (TH 228), Acting III: Scene and Monologue Study (TH 302), Directing II: Problems in Directing (TH 324), Acting IV: Styles of Acting (TH 402), Special Topics: Production Company (TH 404)*, Spring Repertory (TH 429), Independent Project (TH 505/701/705)
**Only one*

Design: Visual Creativity for the Stage (TH 101), Scenic Design I (TH 111), Lighting Design I (TH 113), History of Western Dress (TH 125), Costume Design I (TH 205), Costume Design II (TH 215), Scenic Design II (TH 221), Lighting Design II (TH 223), Production

Studio: Design (TH 119/129)*, Independent Project (TH 505/701/705) **Only one*

The Theatre Minor: The theatre minor consists of six courses, as follows: TH 101 Visual Creativity for the Stage; TH 102 Acting I: Beginning Acting; AD 116 The Creative Process, one production studio course; and any two dramatic literature courses with a theatre prefix, one of which must be at the advanced level.

The Theatre Acting/Directing or Dramatic Literature/Theory Joint Major: Students choosing the acting/directing or dramatic literature/theory tracks as a joint major are required to take seven courses: The Creative Process (AD 116), Acting I (TH 102), Directing I (TH 214), Twentieth-Century Performance Aesthetics (TH 306), one design course (see listings above), one additional performance or literature course (see listings above), and Senior Independent Project (TH 701).

The Theatre Design Joint Major: Students choosing the design track as a joint major are required to take seven courses: The Creative Process (AD 116), Acting I (TH 102), Directing I (TH 214), Twentieth-Century Performance Aesthetics (TH 306), two design courses (see listings above), and Senior Independent Project (TH 701).

Dance

Central to the dance focus is the development of the creative artist through critical study and regular practice in contemporary dance techniques, improvisation and choreography, history, theory, experiential anatomy and kinesiology, and performance. Individual talents and interests will draw a student toward advanced study/application of dance in many possible areas within the department and/or broader College curriculum. The dance major is designed to provide a solid and extensive base of intellectual and experiential expertise in dance, applicable widely, as well as necessary flexibility to accommodate individual educational goals.

Core courses required for dance are: The Creative Process (AD 116), Dance History (TH 284), Anatomy and Kinesiology (TH 276), three terms of technique at or above the 200 level, an independent project (TH 500, normally undertaken in the second semester of the junior year or as a senior), and two additional courses chosen from within the regular fall and spring course offerings in the dance program. Three other courses at the 200 level or above are carefully selected in consultation with a dance faculty adviser to complete the major and deepen expertise in the dimension of dance study appropriate to the individual student. Suggested are courses in history of art and architecture, creative writing, music, theatre, design, or film/video. A 700-level independent project may be approved for the senior year if supported by prior exemplary work and careful planning.

The Dance Minor: The dance minor consists of five courses, as follows: (1) two courses in dance technique and choreography at or above the 200 level (TH 260, TH 261, TH 360, TH 361, TH 380, TH 381); (2) TH 276 Anatomy and Kinesiology or TH 277 Body and Earth; (3) TH 284 Dance History or TH 279 Movement Intentionality for the Stage; (4) one additional course from theatre, dance, and film/video course listings.

Film/Video

For up-to-date information on courses, application forms for TH507/707, guidelines, faculty office hours and addresses, and other information, consult the program's website at <http://www.middlebury.edu/~filmvid/>

Film and video are viewed in a broad cultural context and as independent art forms. Some course offerings stress the historical and critical study of film, television, and video, while other courses provide opportunities for making films (using video) and for writing screenplays. Students who select a film/video focus take Film Form and Film Sense (TH 130), the Junior/Senior Seminar (TH 332), and one course in independent work (TH 507), as well as Sight and Sound I (TH 135) or Screenwriting (TH/EL 240) and Film History (TH 231) or Masterworks of American Cinema (TH 233), as well as one of the following: Modern Art and Modern Film (TH/HA 340), Documentary (TH 232), Contemporary Chinese Cinema (TH 250), or Japanese Cinema (TH 237). In addition, majors select three additional film/video courses taught within the department during a regular term, and at least one of these courses must be a film/video study (history, criticism, theory) course. Three cognate courses are also required for film/video; they must be selected from among a list of preapproved courses, which is available in the film/video office. These courses are chosen from among the College's regular offerings (200 level or above) in history, history of art and architecture, political science, literature, theatre, literary criticism, aesthetics, and American civilization.

The Film-Video Joint Major: The plan for joint majors is negotiated between the student and the two departments in which the joint program of study is pursued. The general standard includes seven courses from each of the departments constituting the joint major ***and*** a senior or independent project which incorporates aspects from both fields of study for a minimum combined total of 14 fall and spring courses plus the senior project. For the joint major the independent project [TH 507] must combine aspects of both majors and in most cases will require approval, supervision and evaluation from both departments. Below are recommended courses to be considered in preparing a joint major proposal in film/video. Joint majors in film/video take seven courses plus an independent project which generally include four of the following: TH 130, TH 231 or TH 233, TH 232 or TH 237 or TH 250 or TH 330 or TH 333, TH 332 plus one of the following options depending upon the nature of your TH 507 independent project. For TH 507 in video production: TH 135 & TH 235 & TH 240; for TH 507 in screenwriting: TH 135 & TH 240 & TH 341; or for TH 507 in critical writing: three film/video courses in critical study, at least two of which must be at the 200 level. If there is a course related to the subject of your critical study, you should complete that before the study is initiated. ***Restrictions:*** Joint majors in film/video may only carry one joint department as a companion to film/video. That is, they may be a film/video and English joint major, but they cannot be a film/video and English and theatre joint major. Joint majors may not do independent projects in both major areas, but must combine their study in both areas into ***a single independent project***. In the special case of an honors project, more than one project may be accepted.

Honors for the Joint Major: Normally joint majors are not eligible for honors. In special cases to be determined collectively by the film/video faculty, joint majors may be considered for a TH707 honors project if they have received an A- or better on their 507 project.

The Film/Video Minor: The film/video minor consists of five courses, as follows: (1) TH 130 Film Form & Film Sense; (2) TH 231 Film History or TH 233 Masterworks of American Cinema; (3) three additional courses above the 200 level at least one of which must be at the 300 level or above. At least one of these three additional courses must be a film/video study course (history, theory, criticism).

Departmental Honors

Theatre: Honors, high honors, or highest honors are awarded to graduating seniors in the theatre program based upon their grade point average in departmental courses, the quality of their senior independent project, and overall distinction in the department. Normally only full majors will be eligible for high or highest honors.

Dance: Honors, high honors, or highest honors are awarded to graduating seniors in the dance program based upon a grade point average of A- or better in department and cognate courses, a grade of A- or better on the senior 500 independent project, and overall distinction in the department. Normally only full majors will be eligible for highest honors.

Film/Video: Honors, high honors, or highest honors are awarded to graduating seniors in the film/video program based upon grade point average of A- or better in department and cognate courses, a grade of A- or better on the senior 707 independent project, and overall distinction in the department.

College writing program

TH/WG 206 Contemporary Women Playwrights, TH/EL 218 Playwriting I, TH/EL 240 Screenwriting Workshop I, TH 284 Dance History, and TH/EL 341 Screenwriting Workshop II fulfill the College writing requirement.

Divisional courses

AD 116 The Creative Process (Fall, Spring)

See beginning of arts division section for description.

Departmental Courses

TH 500 Intermediate Independent Project (Fall, Winter, Spring)

In consultation with their advisers, dance majors will propose a TH 500 Intermediate Independent Project. Proposal forms approved by the student's adviser will be submitted to the program by April 15 of the preceding term for those wanting credit in the fall term, by October 15 for those wanting credit in the winter term, and by November 1 for those wanting credit in the spring term. Projects will conform to the guidelines which are available in the dance offices. (staff)

TH 505 Intermediate Independent Project (Fall, Winter, Spring)

In consultation with their advisers, theatre majors may propose a TH 505 Intermediate Independent Project. Preliminary proposal forms approved by the student's adviser will be submitted to the program by March 1 of the preceding term for those wanting credit in the fall term, and by October 1 for those wanting credit in the winter or spring terms. Projects will conform to the guidelines that are available in the theatre office. Students are required to attend a weekly TH 505 seminar. (fall: Ms. Faraone, spring: staff)

TH 507 Advanced Independent Work in Film/Video (Fall, Winter, Spring)

All film/video majors are required to undertake independent work involving the making of a video (only available in winter or spring), or the writing of a screenplay, or the writing of a research paper. Guidelines for submitting proposals are available in the film/video office, along with a list of prerequisites. (staff)

TH 700 Senior Independent Project (Fall, Winter, Spring)

Dance majors who have successfully completed a TH 500 project have the option of proposing to undertake a TH 700 project. The deadlines for submitting proposals are the same as those indicated for TH 500 projects. This option exists only for superior students with well-planned proposals, who have demonstrated an ability to create independent work of exceptional quality. Students should speak to their adviser about specific requirements. (staff)

TH 701/705 Senior Project (Fall, Winter, Spring)

Senior work is required: Theatre joint majors must take TH 701 as their senior independent work, while full-theatre majors who have successfully completed a TH 505 project will propose a TH 705 project. The deadlines for submitting proposals are the same as those indicated for TH 505 projects. Students should speak to their adviser about specific requirements. Students are required to attend a weekly TH 701/705 seminar. (fall: Ms. Faraone, spring: staff)

TH 707 Senior Independent Work in Film/Video (Fall, Winter, Spring)

Film/video majors who have an A- average in regular term film/video courses and who complete a TH 507 with a grade of A- or better, and who wish to be considered for graduation honors, may apply to undertake independent work in film/video involving the making of a video (winter and spring only), the writing of a screenplay, or the writing of a research paper. Guidelines for submitting proposals are available in the film/video office. (staff)

Theatre Courses

TH 101 Visual Creativity for the Stage (Fall)

The study of artistic principles as they apply to all artists in theatre, dance, and film/video. Students will develop an understanding of color, line, form, shape, texture, and balance as they apply to historical and current theatrical literature. Projects in design are intended to stretch the student's research ability, artistic imagination, critical-analysis, and presentation skills. The class is designed for all students interested in the visual and the performing arts and serves as an introduction to set, costume, and light design. Up to 35 hours of production lab work will be required for the course. (First-and second-year students are encouraged.) **ART** (Mr. Evancho)

TH 102 Acting I: Beginning Acting (Fall, Spring)

Rigorous physical and psychophysical exercises attempt to break through the cultural and psychological barriers that inhibit an open responsiveness to impulses, to the environment, and to others. Attempt is made to free personal response within improvised scenes and, eventually, within the narrative structure of a naturalistic scene. Attention is given to various theories of acting technique. Students are required to audition for two departmental shows. (First- and second-year students only; by interview/audition, one week prior to registration, ***except*** no audition required for first year students entering fall and spring terms) **ART** (fall: Mr. Marshall, Mr. Romagnoli; spring: Mr. Romagnoli, Mr. Sprigg)

TH 111 Scenic Design I (Fall)

Exploration and development of basic set design skills for theatre, dance, and film/video. Class projects will introduce the student to sketching, painting, sculpting, script analysis, and presentation skills. The design projects will challenge the student's imagination and creativity through historical and current theatrical literature, the study of artistic movements in theatre, concept development, and research. In addition, students will work on productions in order to understand better how theory relates to practice. Up to 35 hours of production lab work will be required for the course. **ART** (Mr. Evancho)

TH 113 Lighting Design I (Spring)

This course examines historical and present lighting theories, theatrical artistic movements, and theatrical literature, leading to the planning and conceptual development of the lighting plot. Class projects will also introduce the student to sketching, painting, sculpture, script analysis, and presentation skills. In addition, students will work on productions in order to understand better how theory relates to practice. Up to 35 hours of production lab work will be required for the course. **ART** (Ms. Zieselman)

TH 125 History of Western Dress (Spring)

The course will study the different ways in which societies have clothed the human body during various periods of civilization. Beginning with the ancient Greeks, slides and readings will be used to examine the ways in which evolving styles of dress both reveal and enforce the social and political values of a society. Research projects will place particular emphasis upon the relationship between fashion and culture. **ART** (Ms. Emerson)

TH 202 Acting II: Voice/Body for the Actor (Fall)

Using Kristin Linklater's book *Freeing the Natural Voice* as its foundation, the course will introduce students to the physiological basis of voice production. By means of a series of interrelated physical and vocal exercises students will discover ways of replacing restricting patterns of the voice's full potential for volume, resonance, and expressiveness. In addition, students will study and present passages of Shakespeare's verse in order to explore ways in which their new vocal skills may be used to express their increased intellectual understanding. (TH102, AD 116, *approval required*.) (Mr. Sprigg)

TH 205 Costume Design and Figure Illustration I (Fall)

This introductory course will explore the art and practice of costume design for the theatre, including the psychology of dress, character and playscript analysis, production concept development, costume research, figure drawing, fabric considerations, and costume production. (No prior drawing experience is assumed or expected.) **ART** (Ms. Emerson)

[TH/WG 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present (CW)]

ART

[TH 208 Contemporary British Playwrights: The Second Wave]

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TH 214 Directing I (Fall, Spring)

As a group, students will analyze one or two plays to discover the process involved in preparing a script for production and faster successful textual analysis. Attention will be given to production and design concepts, textual values, auditions, rehearsals, and the structuring of a performance in time and space. During the second half of the course, students will cast and direct one or more scenes to be worked on and performed in class. The practical work is combined with extensive written analysis. (TH 102, AD 116, *approval required*.) (fall: Mr. Romagnoli, spring: Mr. Sprigg)

TH 216 American Drama: Contemporary Playwrights (Spring)

The course will analyze new plays which have been produced since America's withdrawal from Vietnam. Plays by David Mamet, Sam Shepard, John Patrick Shanley, David Rabe, Marsha Norman, John Guare, Miguel Pinero, Emily Mann and others will be studied for their dramaturgical and theatrical values as well as their sociopolitical import. (Mr. Romagnoli)

TH/EL 218 Playwriting I (CW 15) (Fall)

The purpose of the course is to gain a theoretical and practical understanding of writing for the stage. Students will read, watch, and analyze published plays, as well as work by their peers, but the focus throughout will remain on the writing and development of original work. (An introductory writing course, an introductory theatre course, or by waiver) (Mr. Yeaton)

[TH 221 Scenic Design II]

[TH 223 Lighting Design II]

[TH 226 Modern Drama]

[TH/EL 228 New Plays: Playwright and Director]

TH 302 Acting III: Scene and Monologue Study (Spring)

Designed primarily for those students who have had some experience on stage or have otherwise demonstrated a serious interest in performance. The skills introduced in Acting I and Acting II are given intensive application to different kinds of dramatic texts, primarily realistic in nature. Attention will be given to developing physical and vocal resources and to the specific problems of each individual performer. (TH 102 and TH 202 or TH 102 and approval) (Mr. Sprigg)

TH 306 Twentieth-Century Performance Aesthetics (Fall)

An intensive exploration of the evolution of the theory and practice of theatrical experimentation in the 20th century. Starting with the early challenges to Stanislavskian naturalism manifested in the work of Meyerhold, Craig, Brecht, Grotowski, and Artaud, the course will examine how these challenges influenced theatrical innovation throughout the century. Students will write papers and do presentations on the work of such artists as the Becks, Brook, Chaikin, Schechner, Akalitis, and Peter Schumann. Questions about the nature of Modernism and the relationship between art and reality will guide an exploration of the performance aesthetics that have dominated this century. (AD 116) (Ms. Faraone)

TH 324 Directing II: Problems in Directing (Spring)

This is a course for the upper level theatre student with previous experience in directing. Students will read, reflect on and analyze, and direct works from segments of various historical periods and in a variety of styles; simultaneously, significant attention will be given to the director/designer collaboration, working with actors and the pragmatic aspects of mounting a production. (TH 214, additional directing experience or by waiver) (Ms. Faraone)

[TH 325 Costume Design and Figure Illustration II]

[TH 326 History of Western Drama]

[TH 402 Acting IV: Styles of Acting]

[TH 412 Special Topics: Ensemble Theatre and Self-Generated Work]

[TH 425 Special Topics: Costume Design for Actors and Directors]

[TH 435 Special Topics: Specialized Costuming Techniques]

PRODUCTION STUDIOS

TH 119 Fall Production Studio: Design/Production (Fall)

(Formerly TH 219) In preparing two fully produced theatrical productions for the stage (*Hamlet* and *Top Girls*), students will participate in and be exposed to professional production practices in all areas of theatrical design, including sets, costumes, props, lights, and sound. Students will be involved in planning, building, painting, constructing, and running and striking of shows. More advanced students may speak to the professors about taking on special projects, but those with little or no experience backstage are very much encouraged to participate. (Normally limited to first-year students, sophomores, and juniors.) **ART** (Mr. Evancho)

[TH 129 Spring Production Studio: Design/ Production]

TH 210 Fall Production Studio: Acting/Directing (Fall)

The cast, stage manager, and assistant director work as part of a company interpreting, rehearsing, and performing the play (Either *Hamlet* or *Top Girls*). Those receiving credit can expect to rehearse four to six nights a week. Appropriate written work is required. Participation in the course is determined by auditions normally held during the term prior to the performance. Candidates for stage manager and assistant director should interview with the director of the production. Students will be responsible for 3 design/production calls. *(Approval required.)* **ART** (Mr. Sprigg, Ms. Faraone)

[TH 220 Spring Production Studio: Acting/ Directing]

[TH 404 Special Topics: Production Company]

TH 429 Special Topics: Spring Repertory Company: The (Re)presentation of Oppression (Spring)

This course is designed to create a theatrical ensemble that not only explores performance but also its theoretical underpinnings and social implications. This year's company will yield three shows, the final one providing the visual and thematic thrust for the season; in addition, the company will study and support a visiting production. This season's theme, "The (Re)presentation of Oppression," emerges from the final production, a collection of short plays reflecting playwright Harold Pinter's experience in Amnesty International. The course will include weekly meetings devoted to discussions of readings. One research paper will be required at the end of the term. (Ms. Emerson, Ms. Faraone, Mr. Romagnoli, Ms. Zieselman)

DANCE COURSES

TH 160 Introductory Dance (Fall, Spring)

An entry-level dance course introducing movement techniques, improvisation/composition, performance, experiential anatomy, and history of 20th-century American modern dance. Flexibility, strength, coordination, rhythm, and vocabulary in the modern idiom are developed. Concepts of time, space, energy, and choreographic form are presented through improvisation and become the basis for a final choreographic project. Readings, research, and reflective and critical writing about dance performance round out the experience. **ART** (fall: Mr. Schmitz, spring: Ms. Olsen)

TH 161 Advanced Beginning Dance I (Fall, Spring)

TH 161 provides grounding in the craft of modern dance needed to proceed to more advanced levels. Modern dance movement techniques are strengthened to support an emerging individual vocabulary and facility with composition. Students regularly create and revise movement studies that focus on the basic elements of choreography and the relationship of music and dance. Readings, journals, and formal critiques of video and live performance contribute to the exploration of dance aesthetics and develop the critical expertise. (TH 160 and by waiver) **ART** (fall: Ms. Campbell, spring: staff)

TH 162 Advanced Beginning Dance II (Fall, Spring)

Continuation of TH 161. (TH 161 and by waiver) (fall: Ms. Campbell, spring: staff)

TH 260 Intermediate/Advanced Dance I (Fall)

Concentrated intermediate level work in modern dance technique, choreography and production. Improvisation supports the development of choreography with attention given to formal elements (motif and development, theme and variation, canon, chance structures, etc.) and progressively more sophisticated aspects of space, time, and energy. Creation and performance of original work are expected. Theoretical issues—questions and values of importance to the dancer/choreographer—are addressed through readings and writings. (TH 161) **ART** (staff)

TH 261 Intermediate/Advanced Dance II (Spring)

Continuation of TH 260 (Ms. Campbell)

TH 276 Anatomy and Kinesiology (Spring)

An experiential study of skeletal structure, joint and muscle function, and body mechanics. A kinesthetic examination of specific joints and muscle groups in body weight transfer, developing awareness of habits, alignment, effort, energy consumption, and chronic tension. The course will emphasize human movement potential in the vertical position, aligned to gravity, through laboratory sessions and assigned readings. (Not open to first-year students.) **ART** (Ms. Olsen)

TH 277 Body and Earth (Spring)

How does our relationship with our body affect the way we interact with the world around us? This course focuses on the connection between the human body and the environment, specifically through study of the perceptual, neuromuscular, fluid, and respiratory systems. Weekly outdoor sessions, essays by contemporary nature writers and scientists, and creative writing assignments about sense of place encourage synthesis of personal experience with factual information. **ART** (Ms. Olsen)

TH 279 Movement Intentionality for the Stage (Fall)

This course is intended for students in the performing arts seeking focused attention on the expressive potential of the body. The course examines processes that will enable students to develop short, original performance pieces rooted in kinesthetic experience, including movement, voice, and visual perception. We will employ improvisational methods to generate and experiment with physical language, text, and other compositional components of performance. Students craft these elements into "portraits" or "little theatres" for periodic presentation in class. Discussion of readings in the history and current practice of performance art, drawn from the literature on dance, theatre, music, and visual arts, will support creative work. (TH102, or TH160 or AD 116) **ART** (Mr. Schmitz)

[TH 284 Dance History (CW)]

[TH 360 Intermediate/Advanced Dance III]

[TH 361 Intermediate/Advanced Dance IV: Performance Improvisation]

TH 380/381 Dance Company of Middlebury (Fall, Spring)

The dancers work with the artistic director and guest choreographers as part of a dance company, learning, interpreting, rehearsing, and performing dances created for the company repertory. Those receiving credit can expect four to six rehearsals weekly. Appropriate written work, concert and film viewing, and attendance in departmental technique classes are required. Auditions for company members are held in the fall semester for the full year. One credit will be given for two terms of participation. Performances and tours are scheduled throughout the year. (Limited to sophomores through seniors, by audition) TH 161, *approval required.*) (Ms. Campbell)

TH 400 Special Topics in Dance: Independent Study (Fall, Spring)

(Approval required.) (staff)

Film/Video Courses

TH 130 Film Form and Film Sense (Fall)

The purpose of this course is to improve our ability to look at, write about, talk about, and think about moving images, particularly film. The questions to be studied include: How does the film communicate meaning? What are the distinctive qualities of the medium? What is the nature of film authorship? The course will strive to establish a working vocabulary for the examination of the cinema and provide a background in the various approaches to the study of film. A range of classical and popular films will be screened. **ART USA** (Ms. Morey)

TH/AC 134 American Film Genres (Fall)

The course will study the form and development of Hollywood film genres such as the western, the gangster film, the musical, and the romantic comedy, in order to determine what we can learn from these texts about ourselves and our culture. The conventions, archetypes, and common plots of various genres will be outlined and their meaning analyzed. The historical transformation of genres will be highlighted. Screenings, readings, and written reports. **ART USA** (Mr. Grindon)

TH 135 Sight and Sound I (Spring)

The purpose of the course is to gain a theoretical and practical understanding of how moving images and sounds (film, video, television) communicate. Participants study texts on the theory of moving images, examine examples of this process, and then, using video equipment, actually produce and edit a number of short projects which require that they learn the rudimentary techniques for organizing images and sounds in ways that convey information and express feelings. (Priority given to first- and second-year students). **ART** (Mr. Perry)

TH/AC 230 The Woman's Film (Spring)

This course will investigate the phenomenon of the "woman's film," particularly from the 1930s to the 1950s. Through historical research and close readings of film texts such as *Now, Voyager*, *Imitation of Life*, and *Mildred Pierce*, we will pursue the following questions: Why did Hollywood choose to cater to a female audience during this period? What were the narrative and institutional relationships between women's magazine and book publishing and the film industry? What kinds of narratives lend themselves to treatment as suitable subjects for a woman's film? Are there particular narrative modes, such as melodrama, that characterize the genre? What is the relationship between particular stars, such as Joan Crawford and Bette Davis, and constructions of the genre? Why do particular modulations of the genre, such as the "paranoid" woman's film, arise when they do? And, finally, we'll take up the question of the presence or absence of the woman's film today and its relationship to current social and industrial trends. **ART HIS USA** (Ms. Morey)

TH 231 Film History (Spring)

The course will survey the development of the cinema by screening influential works by distinguished filmmakers such as Griffith, Eisenstein, Lang, Renoir, Mizoguchi, Kubrick, etc. The course will emphasize the medium as an evolving art form and bear in mind the influence of technology, economic institutions, and the political and social context in which the films were produced and received. Screenings, readings, written reports. **ART** (TH130 or *approval required*.) (Mr. Grindon)

TH 232 Documentary: Art of the Nonfiction Film (Spring)

Documentary film combines nonfiction with an aesthetic aspiration. This course will explore the achievement in the documentary, raising issues about the influence of documentary upon political persuasion, historical memory, the status of film as evidence of its utility as a means of investigation. Questions will be posed, such as: Can documentary achieve a distinctive understanding of a phenomenon? How does nonfiction address/guide the relationship between sound, image, and subject? The course will offer a historical perspective, as well as study contemporary works, with the aim of preparing students to both understand and produce documentary films. **ART** (Mr. Ruoff)

[TH 233 Masterworks of American Cinema]

ART USA

TH 235 Sight and Sound II (Fall)

Students explore narrative, experimental, and documentary production. Emphasis will be placed upon thorough preproduction planning, expanded understanding of cameras and audio, and digital editing. The critical dialogue established in Sight and Sound I will be extended and augmented with readings and screenings of outstanding, independently produced work. (TH 130 and TH 135 required; approval required course with limited enrollment; see instructor or department coordinator at least three weeks before registration for application; priority given to first- and second-year film/video majors.) (Mr. Ruoff)

TH/AC 236 Television and American Culture (Spring)

This course examines the ways in which television is embedded in American life by exploring the relationship between television and certain enduring tensions in American culture. Televangelism, for example, affords a window on the place of religion in American culture in the age of mass media; and as a particular type of consumer appliance, television has had profound effects on the American family and gender relations. Our investigation will range over the past half-century and a variety of genres in order to consider how television reveals and sometimes disguises our national preoccupations. **SOC USA** (Ms. Morey)

TH/JA 237 Japanese Film (Fall)

See Japanese department for course description. **ART OTH** (Ms. Cavanaugh)

TH 238 Film Noir (Spring)
A series of urban crime films and melodramas made in Hollywood between 1940-1960, but concentrated in the decade immediately after World War II, have been understood by critics to constitute the movement of *film noir*. This course will study prominent films from this group and the critical literature they have elicited in order to understand the cultural sources, the stylistic attributes, the social significance, and the long-term influence attributed to *film noir*. **ART USA** (Mr. Grindon)

TH/EL 239 The Cinema of Alfred Hitchcock (Spring)
See English department for course description.

TH/EL 240 Screenwriting Workshop I (CW) (Fall)
This creative writing course will explore the application of narrative craft to the filmmaking process. Key dramatic elements—character, setting, point of view, plot, and theme—will be discussed in light of the special characteristics of film as a narrative medium so that students may exploit the filmic possibilities of their own scripts. Close study of selected screenplays and films. Students will develop a variety of shorter scripts, which will be shared in a workshop format. (*Approval required* course with limited enrollment; see instructor prior to registration.) **ART** (Mr. Mitchell)

[TH 241 French Cinema]
ART EUR

[TH 242 Film Comedy]
USA

[TH 243 Boxer in Hollywood Film: Archetype and Genre]
ART USA

TH 244 International Cinema: History, Memory, WWII (Spring)
Through viewings and close analysis of classic international films, this course will explore historical representations of the Second World War. We will consider how the war has been remembered and interpreted in the films of different European, Asian, and Middle Eastern countries. In addition to examining expressions of competing political ideologies and the ways in which the conflict transformed national film industries, the course will focus on postwar representations of the Holocaust and the atomic bombings. Films shown will be mostly works of fiction by internationally recognized directors, but may also include documentaries and animated films. TH244 is listed as a core course for International Studies Majors. (Priority given to first- and second-year students.) **ART SOC** (Mr. Ruoff)

RU/TH 245 Russian-Soviet Film: Illusion and Reality (Fall)
See Department of Russian listing for description. **ART OTH** (Ms. Smorodinska)

TH/CS 250 Contemporary Chinese Cinema (Spring)
See Department of Chinese listing for description. **ART OTH** (Mr. Moran)

[TH/GN 314 German Cinema]

TH 332 Junior/Senior Seminar: Surrealism and Film (Fall)
One of the dominant modernist artistic movements, Surrealism, had profound impact on filmmaking. This course will examine Surrealist theory and painting, and then consider in detail some of the films that were influenced by the Surrealist movement. Attention will also be given to the relationships between Surrealism and another modernist movement, Dada, as well as to the role of a major figure of Modernism, Marcel Duchamp. Filmmakers to be studied include Salvador Dali, Luis Bunuel, Maya Deren, David Lynch, and others. **ART** (Mr. Perry)

TH/HA 340 Film and Modernism (Spring)
In this course, we will examine the development of cinema in relation to the major aesthetic movements in this century. We will look at the influence of Expressionism, Constructivism, Futurism, Surrealism, Dada, Cubism, Minimalism, and other theoretical movements on film theory and filmmaking. Readings, screenings, and reports. (HA202 or TH130 or by waiver) **ART** (Mr. Perry)

TH/EL 341 Screenwriting Workshop II (Spring)
Building on the skills acquired in TH/EL 240, each student will attempt to write an original screenplay for a film of feature length. The various purposes of film treatments, character "backstories," synopses, sequence outlines, master scene scripts, and shooting scripts will all be explored. Class discussion will focus primarily on the critical evaluation of students' own scripts-in-progress, supplemented by text readings, screenings, and published screenplays. (*Approval required* course with limited enrollment; see instructor prior to registration. TH240 required as prerequisite.) (Mr. Mitchell)

[TH 342 Authorship and Cinema: Kubrick and Scorsese]
ART

TH/IS 432 Film and Anthropological Representation (Fall)
See International Studies for description. This course is equivalent to IS 432 and SA 432. (Approval only). Register for this course under IS 432. (Mr. Ruoff, Mr. Napier).

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HUMANITIES

Classical Studies Program

Whereas the classics major requires that students master two ancient languages, a student majoring in classical studies masters one of the classical languages and pursues a wider range of courses in classical civilization. The classical studies program is designed to offer a broad, rigorous, general education based on the careful study of fundamental classical works of history, philosophy, and literature. The interdisciplinary nature of the study is reflected by a teaching staff that includes faculty in the departments of classics, history of art and architecture, philosophy, political science, and religion.

Honors: B average or better in courses taken for the major and B+ or better in the senior seminar and the general examination. (Note: A student who does an optional Senior Essay, CL 700, or Independent Senior Project, CL 505, may offer that grade in lieu of the grade in CL 420 for the calculation of departmental honors.)

Required for the Major in Classical Studies:

A. The following:

1. CL 150 The Ancient Epic
2. CL/HI 131 Archaic and Classical Greece *or*
   CL 151 Introduction to Ancient Greek Literature *or*
   CL 152 Greek Tragedy *or*
   CL 160 Greek and Roman Comedy
   CL/PA 175 Greek Philosophy
3. CL/HI 132 History of Rome *or*
   CL 140 Augustus and the World of Rome *or*
   CL 141 Masterpieces of Roman Literature *or*
   CL 142 Roman Political Theory
   CL 160 Greek and Roman Comedy

B. Five additional courses in classical studies chosen from the following:

CL 121 Classical Tradition of Liberal Arts and Sciences
CL/HI 131 Archaic and Classical Greece
CL/HI 132 History of Rome
CL 140 Augustus and the World of Rome
CL 141 Masterpieces of Roman Literature
CL 142 Roman Political Theory
CL 151 Introduction to Ancient Greek Literature
CL 152 Greek Tragedy
CL 160 Greek and Roman Comedy
CL/PA 175 Greek Philosophy
CL/HI 331 Sparta and Athens
CL/HI 332 Roman Law
CL/HI 337 Greece and Rome in the Hellenistic Age
HA 213 Roman Art and Archaeology
HA 221 Greek Art and Archaeology
HA 312 Of Gods, Mortals, and Myths: Greek and Roman Painting
HA 320 Hands-on Archaeology: Theory and Practice
PA 201 Ancient Greek Philosophy
PA 302 Plato
PA 303 Aristotle
PS 101 Introduction to Political Science
PS 317 Classical Political Philosophy
PS 409 Seminar in Political Philosophy
RE 287 Greco-Roman Religions

C. Four courses in Greek or four courses in Latin chosen from:

CL 101 Beginning Latin
CL 202 Intermediate Latin
CL 103 Beginning Greek
CL 204 Intermediate Greek
CL 301 Latin Prose
CL 302 Latin Poetry
CL 303 Greek Prose
CL 304 Greek Poetry
CL 401 Readings in Latin Literature I
CL 402 Readings in Latin Literature II
CL 403 Readings in Greek Literature I
CL 404 Readings in Greek Literature II
CL 501 Advanced Readings in Latin I
CL 502 Advanced Readings in Latin II
CL 503 Advanced Readings in Greek I
CL 504 Advanced Readings in Greek II
CL 601 Advanced Readings in Latin I
CL 602 Advanced Readings in Latin II

D. CL 420 Seminar in Classical Literature

E. CL 701 History of Classical Literature: General Examination for Classics/Classical Studies

Optional: CL 700 Senior Essay (fall/winter or winter/spring); CL 505 Independent Senior Project (fall or spring). (***Note:*** Students who wish to do an optional senior essay or independent senior project must secure the sponsorship of a member of the classics department in the semester before the essay or project is to be undertaken.)

For complete descriptions of the courses listed above, see listings under the appropriate departments.

Classics

Professors: Eve Adler, Robert Schine (on leave academic year); *Associate Professors:* Jane Chaplin, Marc Witkin (chair); *Assistant Professors:* Randall Ganiban (on leave academic year), Pavlos Sfyroeras; *Visiting Assistant Professor:* Carol Bakhos.

The Department of Classics' core of lecture courses and seminars offers an introduction to the major works of Greek and Roman literature, history, and philosophy, studied in English translation. Intensive introductory courses in Greek, Latin, and Hebrew prepare students rapidly for reading in the classical languages; advanced courses in those languages are devoted to the close study of major literary, philosophical, and historical texts in the original.

Required for the Major in Classics:

A. Ten courses in two languages: Greek, Latin, or Hebrew (normally six in one language and four in another) including one senior seminar (CL 420). Students choosing Hebrew as one of the two languages must take four courses in Hebrew and six in either Latin or Greek and, in place of CL 420, either RE 280 Studies in Hebrew Bible/Old Testament, or RE 180 Introduction to Bible.

B. CL 150 The Ancient Epic

C. Two additional courses in classics in translation, one from each of the following categories:

1. CL/HI 131 Archaic and Classical Greece or CL 151 Introduction to Ancient Greek Literature or CL 152 Greek Tragedy or CL 160 Greek and Roman Comedy or CL/PA 175 Greek Philosophy
2. CL/HI 132 History of Rome or CL 140 Augustus and the World of Rome or CL 141 Masterpieces of Roman Literature or CL 142 Roman Political Theory or CL 160 Greek and Roman Comedy

D. CL 701 History of Classical Literature: General Examination for Classics/Classical Studies Majors

Optional: CL 700 Senior Essay (fall/winter or winter/spring), CL 505 Independent Senior Project (fall or spring). (Note: Students who wish to do an optional senior essay or independent senior project must secure the sponsorship of a member of the classics department in the semester before the essay or project is to be undertaken.)

Honors: B average or better in courses taken for the major. B+ or better in Senior Seminar (CL 420) and in General Examination. (Note: A student who does an optional senior essay or independent senior project may offer that grade in lieu of the grade for CL 420 for the calculation of departmental honors.)

Required for the Minor in Classics:

Latin: Five courses in Latin

Greek: Five courses in Greek

Hebrew Studies: (I) Four semesters of Hebrew; plus (II) Either RE 160 The Jewish Tradition, or RE 280 Studies in Hebrew Bible/Old Testament, or a fifth semester of Hebrew (CL 405)

Classical Civilization: Five courses, as follows: three or more courses chosen from CL 121, CL/HI 131, CL/HI 132, CL 140, CL 141, CL 142, CL 150, CL 151, CL 152, CL 160, CL/PA 175, CL/HI 331, CL/HI 332, CL/HI 337; and CL 420 or CL 450 (or both)

Classical Language and Civilization: Five courses, as follows: two or more courses in Latin or Greek; one or more courses chosen from CL 121, CL/HI 131, CL/HI 132, CL 140, CL 141, CL 142, CL 150, CL 151, CL 152, CL 160, CL/PA 175; and one or more courses chosen from CL/HI 331, CL/HI 332, CL/HI 337, CL 420, CL 450

COURSES IN ENGLISH

[CL 121 The Classical Tradition of the Liberal Arts and Sciences]
LIT PHL EUR

CL/HI 131 Archaic and Classical Greece (Fall)
A survey of Greek history from Homer to the Hellenistic period, based primarily on a close reading of ancient sources in translation. The course covers the emergence of the polis in the Dark Ages, colonization and tyranny, the birth of democracy, the Persian Wars, the interdependence of democracy and Athenian imperialism, the Peloponnesian War, and the rise of Macedon. Authors read include Herodotus, Thucydides, Aristophanes, Plutarch, and the Greek orators. **HIS LIT EUR** (Ms. Chaplin)

[CL/HI 132 History of Rome]
HIS LIT EUR *(next offered Fall 2001)*

[CL 140 Augustus and the World of Rome]
LIT HIS EUR

[CL 141 Masterpieces of Roman Literature]
HIS LIT EUR

[CL 142 Roman Political Theory]

CL 150 Ancient Epic Poetry (Fall)
The course will concentrate on the epic poets' teachings about heroism, human greatness, and human happiness. Is the true domain of heroism to be found in war, in love, in philosophic contemplation, or in political rule? Texts: Homer, *Iliad* and *Odyssey*; Lucretius, *On the Nature of Things*; Vergil, *Aeneid*. **LIT PHL EUR** (Ms. Adler)

[CL 151 Introduction to Ancient Greek Literature]
LIT PHL EUR

[CL 152 Greek Tragedy]
LIT PHL EUR *(Next offered Spring 2002)*

CL 160 Greek and Roman Comedy (CW 8) (Fall)
A survey of the comic playwrights of Greece (Aristophanes and Menander) and Rome (Plautus and Terence) in light of their ancient social, political, and religious contexts as well as modern theoretical approaches to laughter (including psychoanalysis and structural anthropology). We will trace enduring aspects of the comic tradition that can be found in both Greece and Rome and also look forward to Renaissance and modern comedy. These include: the nature of the comic hero; the patterns of comic plots; the dependence of comedy on language; the comic poet's concern with questions of freedom and slavery, desire, and repression. **LIT EUR** (Mr. Sfyroeras)

CL/PA 175 Greek Philosophy: The Problem of Socrates (Spring)
A survey of the development of ancient Greek philosophy from the Presocratics through Aristotle. The course addresses what Nietzsche called "the Problem of Socrates": the question why Socrates abandoned "presocratic" natural science in order to study the opinions of his fellow Athenians, and why they eventually put him to death for it. The implications of Socrates' life, his thought, and his execution on charges of corruption and impiety are ex-

amined through close reading of selected works of Aristophanes, Plato, and Aristotle. Socrates' relevance to our current crisis of wisdom in the humanities and the social sciences is highlighted through debate on Nietzsche's two claims: that Socrates corrupted Athens by introducing universal enlightenment; that he thereby launched the West on a fatal course of rationalism and nihilism. **LIT PHL EUR** (Mr. Witkin)

[CL/HI 331 Sparta and Athens]
LIT HIS

[CL/HI 332 Roman Law]
LIT HIS

CL/HI 337 Greece and Rome in the Hellenistic Age (Spring)
At the age of 19, Alexander the Great set out to conquer the world. His successful domination of the eastern Mediterranean led to a new world order known as the Hellenistic Age. Under Alexander's successors, literature, art, and philosophy flourished, and the Greeks and the Romans first encountered one another. This course will investigate the political and cultural history of the Greeks and Romans in this period. Readings include Arrian, the Alexandrian poets, Polybius, Livy, and Plutarch. [This course replaces CL/HI 338: The Hellenistic World and the Foundations of Graeco-Roman Culture.] **LIT HIS** (Ms. Chaplin)

CL 420 Seminar in Classical Literature (Spring)
Topic: To be announced. Designed for students with some background in Greek and Roman literature, history, or philosophy. (Ms. Adler)

CL 450/701 History of Classical Literature (Fall)
A comprehensive overview of the major literary, historical, and philosophical works of Greece and Rome. Greek authors studied include Homer, Hesiod, Aeschylus, Herodotus, Aristophanes, Thucydides, Plato, Aristotle. Roman authors include Lucretius, Cicero, Livy, Vergil, Horace, and Tacitus. Designed for students with some background in Greek and Roman literature, history, or philosophy. (Mr. Witkin)

GREEK

CL 103 Beginning Greek (Winter)
LNG (Ms. Adler, Mr. Sfyroeras)

CL 204 Intermediate Greek (Spring)
LNG (Mr. Witkin)

[CL 303 Greek Prose]
LNG EUR *(Next offered fall 2001)*

[CL 304 Greek Poetry]
LNG EUR *(Next offered spring 2002)*

CL 403 Readings in Greek Literature I (Fall)
(Ms. Adler)

CL 404 Readings in Greek Literature II (Spring)
(Mr. Sfyroeras)

[CL 503 Advanced Readings in Greek I]

[CL 504 Advanced Readings in Greek II]

LATIN

[CL 101 Beginning Latin]
LNG *(Next offered winter 2001)*

[CL 202 Intermediate Latin]
LNG *(Next offered spring 2002)*

[CL 210 Introduction to College Latin]
LNG EUR

CL 301 Latin Prose (Fall)
EUR (Ms. Chaplin)

CL 302 Latin Poetry (Spring)
EUR (Ms. Adler)

[CL 401 Readings in Latin Literature I]
(Next offered fall 2001)

[CL 402 Readings in Latin Literature II]
(Next offered spring 2002)

CL 501 Advanced Readings in Latin (Fall)
(Mr. Sfyroeras)

CL 502 Advanced Readings in Latin II (Spring)
(Ms. Chaplin)

CL 601 Advanced Readings in Latin I (Fall)
(staff)

CL 602 Advanced Readings in Latin II (Spring)
(staff)

HEBREW

CL 105 Introduction to Hebrew (Spring)
LNG (Ms. Bakhos)

[CL 206 Intermediate Hebrew]
LNG *(Next offered fall 2001)*

CL 305/RE 360 Readings in the Hebrew Bible (Fall)
Meets with RE 360 **LNG** (Ms. Bakhos)

CL 306 Readings in Classical Hebrew (Spring)
PHL (Ms. Bakhos)

[CL 405 Advanced Hebrew Studies I]
(Next offered fall 2001)

[CL 406 Advanced Hebrew Studies II]
(Next offered spring 2002)

Senior Courses

CL 420 Seminar in Classical Literature (Spring)
(Ms. Adler)

CL 505 Independent Senior Project (Fall, Spring)
(staff)

CL 700 Senior Essay for Classics/Classical Studies Majors (Fall, Spring)
(staff)

CL 701 History of Classical Literature: General Examination for Classics/Classical Studies Majors (Fall)
Seniors taking the General Examination in Classics/Classical Studies (CL 701) must take CL 450 in the fall of their senior year, registering for that course as CL 701. General examinations may be scheduled to take place either at the end of fall term or during winter term by arrangement with the faculty. A grade of B+ or better on the general examination is necessary for departmental honors; the grade for CL 701 that appears on a student's transcript is an average of the grade for course work in CL 450 and his/her grade on the general exam. (Mr. Witkin)

History

Professors: Travis Jacobs, Marjorie Lamberti, David Macey, John McCardell (President), Paul Monod (Chair), Neil Waters (on leave), Don Wyatt; *Associate Professors:* Darién Davis, Elizabeth Endicott, Cassandra Potts (on leave), James Ralph (on leave); *Assistant Professors:* Ian Barrow, William Hart, Kathryn Morse; *Instructor:* Jacob Tropp; *Humanities Professor:* James West

The Department of History seeks to instill in its majors and in students from other disciplines who sample its offerings the awareness that no effort to make the past meaningful, the present intelligible, or the future conceivable can be divorced from the effort to comprehend change over time. The department encourages the intelligent application of that effort by asking students to regard themselves and their culture as changing entities in a historical continuum, not as the purpose or culmination of the past. Because the culture that surrounds us is rooted in the history of the West, majors are expected to take courses on the European and American past. To develop both a broader perspective on human history and a vantage point from which to reexamine their own past, majors also take courses outside of the geographical confines of the traditional West, and outside of the temporal confines of the last two centuries.

Because the field of history is inherently interdisciplinary, the department makes use of a variety of methodologies in its effort to produce students who can examine, discuss, and write about complex issues with intelligence and lucidity. It emphasizes training in research, critical analysis, writing, and oral expression. These are skills in broad demand in business, government service, international relations, law, and teaching.

Required for the Major in History: Each major must take 12 history courses before graduation, including: (1) at least one course in each of the following 4 groups: (a) HI 103 or HI 104; (b) HI 203; (c) a course in European history (which may include Russia/Soviet Union), but not HI 103 or HI 104; (d) a course in the history of Asia, Africa, Latin America, or Russia/Soviet Union (the same Russia/Soviet Union course may not count for both requirements c and d); (2) a reading seminar and a research seminar; (3) a two-semester senior thesis. Two of the 12 courses required for the major must deal primarily with the period before 1800. Winter term senior thesis study will be counted, and one other winter term history course may be counted toward the number of courses necessary for a major in history. With permission of the department, up to two cognate courses in historical aspects of other disciplines may be counted toward a major in history.

Advanced Placement: An Advanced Placement (AP) grade of 4 or 5 in a history subject, while supplying two college credits, will substitute for only one course requirement for the history major. An AP grade of 4 or 5 in American history can substitute for HI 203 and HI 204. However, it will still count as only one credit toward the major requirement of 12 history courses. If a student with an AP grade of 4 or 5 wishes to take HI 203 for credit, he or she may do so; such a student may not, however, take HI 204 for credit. An AP grade of 4 or 5 in European history can substitute for HI 104.

Students planning to spend all or part of the junior year abroad should consult with the department before the second semester of the sophomore year. Students interested in combining a history major with the teacher education program should ensure, through consultation with both the program and the department, that they will have no conflicts in their schedules.

Changes in Requirements for the Major Beginning with Class of 2002: In lieu of the specific requirement for 103 or 104 listed above, majors from the class of 2002 and following have a general 100-level course requirement. The requirements for the class of 2002 and following are: Each major must take 12 history courses before graduation, including: (1) at least one but no more than three 100-level courses; (2) HI 203; (3) at least one course in European history (which may include Russia/Soviet Union) and one other course in the history of Asia, Africa, Latin America or Russia/Soviet Union, taken above the 100-level; (4) a reading seminar and a research seminar; (5) a two-semester senior thesis. Two of the 12 courses required for the major must deal primarily with the period before 1800.

Advanced Placement, Beginning with the Class of 2002: An Advanced Placement (AP) grade of 4 or 5 in a history subject supplies two college credits, but counts for only one course towards the major requirement of 12 history courses. Beginning with the class of 2002, an AP grade of 4 or 5 in a history subject cannot substitute for taking a 100-level course. An AP grade of 4 or 5 in American history can substitute for HI 203. A student with such an AP grade can take HI 203 for credit, but cannot take HI 204 for credit. A student with such an AP grade who chooses not to take HI 203 will be required to take a 300-level course in American history.

Joint Major: A student who is a joint major in history and another department must take a total of at least eight courses in history, chosen in consultation with a faculty adviser. Cognates are not allowed. A student must take at least one course in two of the three sub-fields (Europe, U.S. and Asia, Africa, Latin America or Russia/Soviet Union), and one course in the period before 1800. The choice of courses should depend upon the need to achieve an intellectual coherence and integrity in the student's program. Joint majors must take a reading and a research seminar, and must write a two-term thesis combining the skills of both major disciplines. In many cases, the requirements of a double major are only a little more difficult to fulfill and can prove more intellectually satisfying.

International Studies Majors with Disciplinary Focus in History:

1. A 100-level course taken at Middlebury.
2. Two regional courses above the 100 level, other than the 400-level research seminar. If feasible, these should be taken at Middlebury; if not, they can be taken abroad.
3. A course outside the regional focus.
4. A 400-level research seminar normally taken in the junior or senior year. This seminar, which will be in one of the regions covered in the International Studies major, must be taken at Middlebury. Students may substitute a 2-term senior thesis for the research seminar.

Minors in History: I. European history (five courses): (1) HI 103 or HI 104; (2) three of the following: HI 242, HI 243, HI 244, HI 245, HI 246, HI 247, HI 248, HI 253, HI 254, HI 341, HI 349, HI 350; and (3) one reading seminar in European history: HI 401, HI 402, HI 403, HI 404, HI 412, HI 413, HI 415, or HI 416.

II. American history (five courses): (1) HI 203; (2) three of the following: HI 204, HI 362, HI 363, HI 364, HI 365, HI 366, HI 367, HI 368, HI 371, HI 372, HI 373, HI 374, HI 375, HI 376, and HI377 and (3) one reading seminar: HI 405, HI 406, or HI 407.

III. Non-Western (A) Latin American history (four courses): (1) HI 285 and HI 286; (2) one of the following: HI 103, HI 104, HI 105, HI 243, HI 244, or HI 245; (3) HI 410, HI 411, or HI 428; (B) Asian history (five courses): (1) HI 111 or HI 112; (2) three of the following, including one course each on China and Japan; at least one of the three must focus on the pre-1800 era: HI 101, HI 102, HI 231, HI 232, HI 233, HI 234, HI 235, HI 236, HI 237, HI 238 and HI 239; (3) HI 409, HI 414 or HI 418.

Honors: A student must have at least a 3.2 average in history department courses other than the senior thesis, have an oral examination on the senior thesis, and receive a grade of at least B+ on the thesis (HI 700).

HI 100-Level Courses

The 100-level courses deal with events and processes that affect human societies over long periods of time and across broad geographical areas not confined to national boundaries. These courses include components that act as introductions to the field of history.

HI 200-Level Courses

These are lecture courses that deal with a single cultural or national entity, or a clearly related group of such entities, over a substantial period of time (usually a century or more).

HI 300-Level Courses

These courses, for the most part, are temporally or topically focused courses. Most of them are also lecture courses.

Courses with a 100-, 200-, or 300-level designation generally meet for two one-hour lectures and a one-hour discussion section (12-18 students) each week. In addition to examinations, these courses usually require a formal paper or its equivalent.

HI 401-430 Reading Seminars

Unlike the courses below the 400 level, which are primarily lecture courses, these courses are reading seminars on particular periods or topics. They are open to all students, although in cases of overcrowding, history majors will be given priority.

HI 430-450 International Studies Seminars

These seminars are "capstone" courses required for the International Studies major. They are thematic, interdisciplinary, cross-regional, and team-taught. Students who are not IS majors may take these courses for departmental credit, but they will not normally fulfill the History department major requirement of a 400-level reading seminar.

HI 450-460 Writing and Research Seminars

The purpose of the research seminar is to introduce the student to methods of research and historical writing. During the first few weeks the student reads in the area of the course and is introduced to bibliographical and methodological problems. During the rest of the course students write a long paper on a subject of their choosing in consultation with the instructor. Only students going abroad for the entire junior year may take the research seminar in the spring of the sophomore year. The research seminar is required of majors in their junior year and is open to others by waiver.

HI 700 Senior Independent Study

All senior history majors will write a two-term thesis under an adviser in the area of their choosing. The department encourages students to do their theses during the fall and winter terms. Further information about the thesis is available from the department.

LECTURE COURSES

[HI 101 In the Footsteps of Alexander the Great]
HIS OTH

HI 102 History Across Frontiers: The Eurasian World in the Age of Empires (Fall)
No understanding of contemporary geography, politics or economics is complete without acquaintance with the history of empires. Yet empires are difficult to characterize: what similarities exist between the Mughal governments of the 16th and 17th centuries and the British colonial administration of the 18th and 19th centuries? Are they called empires only because of their claims to world domination, or do they exhibit forms of rule common to all empires? To address these questions, we will focus on how the Mughals in India, the Safavids in Persia, and the Ottomans in Turkey interacted. A core course for the International Studies major. **HIS SOC OTH** (Mr. Barrow)

[HI 103 The Making of Europe]
HIS SOC EUR

[HI 104 States and Revolutions]
HIS SOC EUR

HI 105 The Atlantic World, 1492-1900 (Spring)
Linking the Americas with Europe and Africa, the Atlantic has been a major conduit for the movement of peoples, goods, diseases and cultures. This course will explore specific examples of transatlantic interchange, from imperialism and slave trade to religious movements, consumerism and the rise of national consciousness. It will adopt a broad comparative perspective, ranging across regional, national and ethnic boundaries. We will consider the varied experiences of Native Americans, Africans, and Europeans as they struggled to establish their own identities within a rapidly changing Atlantic world. **HIS SOC OTH** (Mr. Monod)

HI 111 Early East Asia (Fall)
This course deals with the civilizations of China and Japan in the centuries before extended contact with the West. The course is more topical than comprehensive, focusing on the philosophical, religious, and social values that defined and linked the cultures of the "Sinic zone," and on the characteristics that made them distinct. Topics include Chinese cosmology, Confucianism, Buddhism, the Japanese creation myths, Heian society, and the emergence of the samurai. Recommended for students with little or no background in East Asian history. (Not open to students who have taken HI 231 or HI 235.) **HIS SOC OTH** (Mr. Wyatt)

HI 112 Modern East Asia (CW 5) (Spring)
This course examines the East Asian region from approximately 1650 to the present. Students are expected to look beyond the confines of the "Western stimulus, Asian response" interpretation of East-West relations; East Asia's encounter with the West is treated as a collision of vastly different, mutually uncomprehending cultural traditions. Limited places available for students to satisfy the College writing requirement. **HIS SOC OTH** (Ms. Endicott)

HI/CL 131 Archaic and Classical Greece (Fall)
See Department of Classics for description. (Ms. Chaplin)

[HI/CL 132 History of Rome]
HIS LIT EUR *(next offered Fall 2001)*

HI 203 United States History: 1492-1861 (CW 10) (Fall)
A survey of American political, social, and intellectual developments from the colonial period to the Civil War. Students receiving AP credit in American history may take HI 203 for credit. **HIS SOC USA** (Mr. Hart, staff)

HI 204 United States History: 1861-1960 (CW 10) (Spring)
An overview of the evolution of modern America from the Civil War to the election of John Kennedy, with special attention to the rise of industrial capitalism and its impact upon politics, economics, and social thought. A continuation of HI 203, but an independent course; there are no prerequisites. Students with AP credit in American history may not take HI 204 for credit. **HIS SOC USA** (Ms. Morse, staff)

HI 222 Introduction to Environmental History (Fall)
This introduction to the history of human interactions with the physical environment focuses on case studies, including European settlement of the New World, industrialization, fire, warfare, and the modern environmental movement, both in the United States and beyond its borders. The course explores several themes, including the consequences of European expansion for human communities and their environments; shifting understandings of nature; cities and their hinterlands as different ways that humans organize nature; and class and race as factors in the human experience of nature and of environmentalism. **HIS SOC USA** (Ms. Morse)

HI 225 History of Africa to 1800 (Fall)
This course offers an introductory survey of African history from earliest times to 1800. Through lectures, discussions, readings, and films, we will explore Africa's complex and diverse pre-colonial past. Themes examined in the course include development of long-distance trade networks, the linkages between ecological change and social dynamics, the formation of large pre-colonial states, and the transatlantic slave trade and its impact on social and economic relations within Africa. A broader concern in the course is how we have come to understand the meaning of "Africa" itself and what is at stake in interpreting Africa's pre-colonial history. **HIS SOC OTH** (Mr. Tropp)

HI 226 History of Modern Africa (Spring)
We begin looking at revolutions in the early 19th century and the transformations surrounding the slave trade.

Next we examine the European colonization of the continent, exploring how diverse interventions into Africans' lives had complex effects on political authority, class and generational dynamics, gender relations, ethnic and cultural identities, and rural and urban livelihoods. After exploring Africans' struggles against colonial rule in day-to-day practices and mass political movements, the last few weeks cover Africa's transition to independence and the post-colonial era, including the experience of neo-colonialism, ethnic conflict, poverty, and demographic crisis. **HIS SOC OTH** (Mr. Tropp)

HI 231 Imperial China (Fall)
The history of China from her cultural beginnings up to the conflicts with the West in the 1840s and the internal unrest of the 1850s and 1860s. Special attention will be directed toward the social, institutional, and intellectual processes—such as dynastic succession and bureaucratic centralization—that were key constituents in shaping China's traditional period of development. **HIS SOC OTH** (Ms. Endicott)

[HI 232 Modern China]

HI 233 Nomads of Eurasia (CW 5) (Spring)
This course will investigate the age-old conflict and co-existence of nomadic peoples and their sedentary neighbors in Eurasia. The persistence of the nomadic way of life into the 21st century suggests its adaptability in the face of often hostile political and social forces. The histories and cultures of nomadic peoples ranging from Afghanistan and the Middle East to Tibet and Mongolia will be examined. Central Asian Turkic peoples such as the Kazakhs and Kyrgyz will also be included. **HIS SOC OTH** (Ms. Endicott)

[HI 234 The Rulers of China]

[HI 235 The History of Pre-Modern Japan]

[HI 236 The History of Modern Japan]

HI/PA 237 Chinese Philosophy (Fall)
A survey of the dominant philosophies of China that begins with the establishment of the earliest intellectual orientations, moves to the emergence of the competing schools of the 5th century BC, and concludes with the modern adoption and adaptation of Marxist thought. Early native alternatives to Confucian philosophy (such as Mohism, Daoism, and Legalism) and later foreign ones (such as Buddhism and Marxism) will be stressed. We will scrutinize individual thinkers with reference to their philosophical contributions and assess the implications of their ideas with reference to their historical contexts and comparative significance. **PHL HIS OTH** (Mr. Wyatt)

HI 238 Ancient and Medieval India (Fall)
This course is an introduction to the historical study of pre-modern India. The course will cover the period from the Indus Valley Civilization to the heyday of the Mughal empire. We will examine the controversies swirling around the Indus Civilization, the Aryan invasions, and the establishment of caste and kingship as the basis of early Indian government. We will then proceed to read about subsequent empires, including the Mauryas, the Guptas and the Islamic Sultanates. We will read a variety of texts, from traditional history books, to original sources (e.g., literature, religious tracts, and contemporary political commentaries). **HIS OTH** (Mr. Barrow)

HI 239 Modern India (Spring)
This course will be an introduction to modern Indian history. We will examine political events and social conditions since the decline of the Mughal Empire and the rise of the British Empire in the 18th century. We will also focus on three questions: Why did the British have an Indian Empire? How did India gain its independence in 1947? And what is India's post-colonial predicament? As an aid to answering these questions, the class will read a variety of texts, including primary sources, novels and histories. **HIS OTH** (Mr. Barrow)

[HI 242 Europe in the High Middle Ages]

[HI 243 Renaissance Europe]

HI 244 Society and Culture in Early Modern Europe, 1555-1789 (Fall)
War, famine, and disease marked the terrible "iron century" of European history from 1550 to 1660. Out of this frightful crucible, modern society was created. We will trace this troubled genesis from the aftershocks of the Reformation to the first rumblings of the French Revolution, stressing the conflicts that gave rise to the modern world: monarchy vs. "liberty," religion vs. "enlightenment," elite vs. popular culture. Topics such as the family, witchcraft, warfare, and fashion will be given special attention. **HIS SOC EUR** (Mr. Monod)

HI 245 History of Modern Europe: 1800-1900 (Fall)
This course will trace several complex threads across the 19th century, a period that saw enormous changes in economic structures, political practices, and the experience of daily life. We will look specifically at the construction of nation-states, the industrial revolution and its effects on the lives of the different social classes, the shift from rural to urban life, and the rise of mass culture and its political forms. Taking a cultural perspective, we will consider, for example, the language of working-class politics, the painting of modern urban life, and imperialism in popular culture. **HIS SOC EUR** (staff)

HI 246 History of Modern Europe: 1900-1989 (Spring)
Revolution in Eastern Europe and unification in Western Europe have reshaped the contours of the 20th century. This course will move from turn-of-the-century developments in mass culture and politics through World War I and II, the rise and fall of fascism, and on into the postwar

era. This century has seen a series of radically new ideas, catastrophes, and then renewed searches for stability. But we will also investigate century-long movements, including de-colonization, the creation of sophisticated consumer cultures, and the battles among ideas of nationalism, ethnicity, and international interdependency. **HIS SOC EUR** (staff)

[HI 247 Traditional Russia]

HI 248 Modern Russia (CW 5) (Fall)
Russia at the turn of the century was faced with a crisis of transition from the traditional world to the modern. The first half of this course will focus on the social, economic, and political causes of the crisis, culminating in the Russian Revolutions of 1917. The course then follows the revolution through the civil war and NEP periods to Stalin's "Revolution from Above," which was largely responsible for creating the Soviet Union as we knew it. The course concludes by examining the emergence, under Gorbachev and Yeltsin, of yet another stage in the ongoing struggle to modernize. **HIS SOC OTH** (Mr. West)

[HI 253 British History: 1603-1815]

[HI 254 British History: 1815-1979]

[HI 255 Modern France]

HI/MU 257 Totalitarian Culture: History and Music in Russia and Europe Between the Wars (Fall)
This team-taught, interdisciplinary course will examine European political and artistic culture during the period when totalitarian dictatorship challenged democracy. Focusing on the period between the Great War and World War II, we will survey the historical development and musical traditions of Germany, Russia and other countries. We will study the revolutions that brought Hitler, Stalin, and other dictators to power, and explore the appropriation of pre-existent national cultures to the needs of modern totalitarian dictatorship. No special expertise in either history or music will be assumed. **ART HIS EUR** (Mr. West, Mr. Vitercik)

HI/PA 273 Confucius and Confucianism (Spring)
Perhaps no individual has left his mark more completely and enduringly upon an entire civilization than Confucius (551-479 BC) has upon that of China. Moreover, the influence of Confucius has spread well beyond China to become entrenched in the cultural traditions of neighboring Japan and Korea and elsewhere. This course examines who Confucius was, what he originally intended, and how the more important of his disciples have continued to reinterpret his original vision and direct it toward different ends. Formerly PA253 **HIS PHL OTH** (Mr. Wyatt)

HI 285 Colonial Latin America (CW 5) (Fall)
We will examine the formation of Latin American societies from the 15th to the 19th century, with emphasis on four major phases: indigenous, European, and African civilizations prior to contact; conditions that facilitated the European conquest; life in the colonial societies; and the political, economic, and philosophical changes that led to the independence movements of the 19th century. **HIS SOC OTH** (Mr. D. Davis)

HI 286 Modern Latin America (Spring)
This survey will trace the philosophical, economic, political, and cultural developments of Latin America from independence to the present day. Particular emphasis will be placed on the formation of nation-states; issues of development, including agricultural production and industrialization; national and cultural symbols; and social relations within Latin American societies. The aim of the course is to provide a broad background of the five major geographical areas of modern Latin America, which include Mexico, Central America and the Caribbean Basin, Brazil, the Andes, and the Southern Cone. **HIS SOC OTH** (Mr. D. Davis)

HI 301 Problems in Contemporary Historiography (Spring)
We will explore competing conceptions of the nature of historical inquiry. The historian's craft will be examined through the varied lenses of major methodological and philosophical paradigms prevalent over the last 30 years: Marxism, "critical" history, structuralism and the Annales School, and post-structuralism. Texts of the philosophers whose thought informs these approaches, such as Marx, Nietzsche, Saussure, Derrida, and Foucault, will be read. Historians whose scholarship has been shaped and influenced by these paradigms, such as Eric Hobsbawm, E.P. Thompson, Fernand Braudel, Le Roy Ladurie, Dominic LaCapra, and Hayden White, will also be considered. **HIS PHL EUR** (Mr. West)

HI/PA 319 Readings in the Philosophy of History (Fall)
Even before the appearance of Georg W. F. Hegel's classic study The Philosophy of History, a heated debate was being waged concerning the nature and substance of history. Is history, like science, expressible in predictable patterns or subject to irrevocable laws? What factors distinguish true history from the mere random succession of events? What should we assume to be the fundamental nature of historical truth, and are we to determine it objectively or subjectively? Is it possible to be human and yet be without or somehow "outside of" history? Such are among the questions we will examine in this course as we ourselves read and deliberate on a wide variety of philosophies of history, while concentrating foremost on the most influential versions developed by Hegel and by Karl Marx. (Formerly PA 231) Seminar. **PHL HIS EUR** (Mr. Wyatt)

[HI/CL 331 Problems in Ancient History: Athens and Sparta]

[HI/CL 332 Problems in Ancient History: Roman Law]

HI/CL 337 Greece and Rome in the Hellenistic Age (Spring)

See department of Classics for description. (Ms. Chaplin)

HI 349 History of Germany from 1648 to the Twentieth Century (Fall)

The course begins with the rise of the Hohenzollerns and the expansion of Brandenburg-Prussia in the 17th and 18th centuries. It covers the movement of national unification from the revolution of 1848 to the founding of the German Empire. The study of Imperial Germany gives particular attention to the social and political strains and conflicts generated by the attempt to combine a dynamic industrial society with political authoritarianism and the power and privilege of traditional elites, and examines Germany's bid for world power leading to the outbreak of the First World War. **HIS SOC EUR** (Ms. Lamberti)

HI 350 The Jews in Modern Europe, 1760-1939 (Spring)

A study of the process through which the Jews, isolated on the fringe of society until near the end of the 18th century, integrated into the mainstream of European life. How did the Emancipation, the achievement of the rights of citizenship, and the process of assimilation transform the existence of the Jews? How did they adapt to their Christian surroundings and yet retain a distinctive Jewish identity? How were ancient anti-Jewish prejudices refashioned into new stereotypes, and how did the Jews respond to political movements of anti-Semitism? The course ends with a study of the rise of Zionism. **HIS SOC EUR** (Ms. Lamberti)

HI 362 Revolutionary America: 1763-1800 (Fall)

A study of the origins, progress, and significance of the American Revolution. In this course we examine the diverse economies, cultures and sociologies of the American Colonies on the eve of the Revolution; the disruption of the balance of empire in the Atlantic; the ideology which guided colonists in rebellion; the changes wrought by revolution; and the first decade of nationhood under the Constitution. **HIS USA** (Mr. Hart)

[HI 364 Civil War and Reconstruction: 1845-1890]

[HI 365 History of the South to 1890]

[HI 366 Progressivism, War, and Prosperity: America, 1890-1929]

HI 367 Twentieth-Century America, 1929-1955 (Fall)

A study of the political, social, and diplomatic history of the United States from the Great Depression to the late 1950s. The course will concentrate on FDR's New Deal response to the economic crisis of the 1930s, the challenge of fascist totalitarianism, World War II and its impact, and postwar America with emphasis on Truman's Fair Deal, the emerging Cold War, the Red Scare and McCarthyism, and the "American high" of the 1950s. (This course not offered in Fall 2001) **HIS USA** (Mr. Jacobs)

HI 368 Twentieth-Century America, 1955-1990 (Spring)

A study of the political, social, and diplomatic history of the United States from the Eisenhower equilibrium and the consumer culture of the 1950s to 1990. The course will concentrate on the emergence of JFK's New Frontier, LBJ's Great Society and the Civil Rights movement, the Vietnam War, Nixon and the Watergate scandal, the economic crises of the 1970s, the emergence of conservatism leading to the Reagan era, and the end of the Cold War. (This course not offered in Spring 2002) **HIS USA** (Mr. Jacobs)

HI 371 African-American History (Spring)

This course will explore the history of the African-American people from the slave trade to the present. It will examine the process of enslavement, the nature of American slavery, the meaning of emancipation, the response to the rise of legalized segregation, and the modern struggle for equality. Special attention will be given to placing the African-American story within the context of the developing American nation, its institutions, and its culture. **HIS USA** (Mr. Hart)

[HI 372 The Civil Rights Revolution]

HI 373 History of American Women (Fall)

A survey of women's experience and changing ideas about gender since the mid-nineteenth century. Paying close attention to class, racial, ethnic and religious differences among women, we will study the impact of industrialization, im/migration, ubanization and war on women's public roles, work patterns, familial obligations and sexual practices. To appreciate women's role as agents of social change, we will analyze women's activism in various social and political movements, from abolitionism to socialism to the New Right. The course will ask students to consider the ways in which using gender as a category of analysis transforms our interpretation of modern U.S. history. (staff)

[HI 374 History of the American West]

[HI 375 The History of Urban America]

[HI 376 U.S. Working Class History, 1850 to Present]

READING COURSES

HI 401 Readings in Modern European History (Fall)

Course description not yet available. (staff)

HI/WG 402 Readings in European History: European Women (Spring)

Course description not yet available. (staff)

HI 403 Readings in European History: Tudor England (Spring)

This was one of the most exciting and dynamic periods of English history. It saw the Protestant Reformation, the establishment of a strong monarchy, and the beginnings of imperial expansion overseas. It was also a time of social upheaval, popular unrest, and witchcraft trials. The age of Henry VIII, Queen Elizabeth, Francis Drake and William Shakespeare, it defined for later generations what it meant to be English. (Mr. Monod)

HI 404 The New Russian "Revolution" in Historical Perspective (Spring)

For the past century and a half, Russians have debated the question of Reforms vs. Revolution. For most of this century, it was assumed that the supporters of Revolution had been victorious. Now Reform is back on the agenda, though to some these reforms looks a lot like a revolution. The first part of the course will examine Russia's tradition of "revolutionary" reform from above, focusing on the 19th and 20th centuries. The second part of the course will examine the social, economic, cultural, and political transformations currently under way in the former Soviet Union. (Mr. Macey)

HI 405 Readings in American History: The Civil War and American Historical Memory (Fall)

A consideration of the sectional conflict and its influence on both the participant and successor generations. Though the focus will be primarily upon historical and literary texts, the seminar will also explore artistic, architectural, musical, and cinematic expressions of the war and its meaning. (Not open to sutdents who have taken HA 407, AC 407, or HI 364) (Mr. McCardell)

HI 406 Readings in American History: America and World War II (Fall)

The terms "Good War" and "Splendid Generation" have been applied to World War II and the Americans who fought it. This seminar will examine the way historians have described the totalitarian challenge in the late 1930's, Pearl Harbor and the war against Japanese aggression in the Pacific, Hitler's fascism in Europe, the vast social and economic changes on the "home front," and the end of the war with Hiroshima and Nagasaki. (Mr. Jacobs)

[HI 407 Readings in American History: American Ethnic History]

HI 409 Readings in Chinese History: Nineteenth and Twentieth Centuries (Fall)

Readings will explore a variety of topics including 19th- and 20th-century Chinese and Russian dominance over Central Asia; present-day Chinese policies towards minority peoples (Tibetans, Mongols, Uighurs, Kazakhs, and others) within China; the radicalization of 20th-century Chinese politics; the position of Chinese intellectuals in relation to the state; and the process of modernization of China's economy and society. (Ms. Endicott)

[HI 410 Readings in Latin American History: The Hispanic Caribbean]

[HI 411 Readings in Latin American History: Brazil and Its Neighbors]

HI 413 Readings in Modern European History: A Comparative Social History of Nazi Germany and Fascist Italy (Spring)

The class will study the rise of the nazi and fascist movements in relation to the social and political situations in both countries and the attitudes and behavior of ordinary men and women under the dictatorships of Hitler and Mussolini. What kinds of people, and for what specific reasons, were drawn to the cadres and the electorate of both movements? What subcultures proved to be relatively resistant? How far did both dictatorships bring about a transformation of social and political values? Did their impact on the social and economic structure turn out to be revolutionary and modernizing or reactionary and antimodern? (Ms. Lamberti)

[HI 414 Readings in the History of India: Gandhi and the Independence of India]

[HI 415 Readings in Medieval History: The Vikings]

[HI 416 Readings in Russian and Soviet History]

[HI 417 History of Science, East and West]

[HI 418 Readings in Japanese History: Pearl Harbor and Hiroshima]

HI 419 Readings in African History (Spring)

This seminar will explore the history of human-environmental interaction on the African continent. The course examines how scholars have begun unraveling dominant historical understandings of African landscapes, cultures, and pre-colonial ecologies. A major portion of the course looks at how colonial relations shaped conflicts over environmental control and ecological change and the legacies of such dynamics in the post-colonial era. Readings on gender relations, urban environmental change, and the evolution of development thinking will be the focus of class discussions on new ways of interpreting African social and environmental change. (Mr. Tropp)

HI 422 Colonialism (Spring)

This course will examine the history of European colonialism since the early 18th Century. We will focus on the British Empire in India, although other empires, such as the French, will be studied briefly. Issues to be addressed will include the social, political and economic reasons for colonialism, the causes of its collapse, and the ways in which it was represented in art and literature. We will also examine the strength and power of anti-colonial sentiment and activity. Readings will include histories, biographies and novels. (Mr. Barrow)

INTERNATIONAL STUDIES SEMINARS

HI/IS 438 Struggles of the Sacred and the Profane (Spring)
See International Studies for description. This course is equivalent to IS 438 and RE 438. Register for this course under IS 438. (Mr. D. Davis, Mr. Saleh)

RESEARCH SEMINARS

[HI 451 Writing and Research: Medieval and Early Modern Europe]

HI 452 Writing and Research: European History (Spring)
Students enrolled in this course, which emphasizes the acquisition of research and writing skills, will be able to select topics from within the social, economic, political, and cultural history of Europe since 1600. Each student will be required to produce a research paper based, as far as possible, on primary sources (in translation, where necessary). (Ms. Lamberti)

HI 453 Writing and Research: American History (Fall, Spring)
The course emphasizes methodology and writing, and students will be able to select research topics, in consultation with the staff, from the broad range of the American past. All students will write and submit a research paper based on primary source material. No 500 projects in American history will fulfill the research seminar requirement except with approval. Students are encouraged to take HI 453 in the spring; approval is required to take the course in the fall. (Ms. Morse, Mr. Hart, Mr. Jacobs)

HI 454 Writing and Research: Chinese History (Fall)
This seminar is designed to serve the needs of students interested in pursuing research topics that deal with China. The course will familiarize students with the fundamental approaches to and methods for the study of China from the perspective of the social sciences. Research topics will be selected through consultation with the instructor. Course readings will be of an interdisciplinary, as well as historical nature. (Ms. Endicott)

HI 455 Writing and Research: Latin American History (Fall)
This course will allow students to investigate select Latin American issues based on primary and secondary sources. We will learn how to find appropriate sources from across the disciplines and examine ways of presenting and defending arguments. Students will be required to write an in-depth research paper on a Latin American theme or related theme by the end of the class. This course is also designed to allow IS/LAS majors to pursue preliminary thesis topics or to allow all students to pursue their personal interest in some aspect of Latin American history and culture. (Mr. Davis)

HI 456 Writing and Research: African History (Spring)
This seminar is designed to serve the needs of students interested in pursuing research topics that deal with Africa. The course emphasizes methodological strategies, the interpretation of source materials, historiographical trends, and research and writing techniques. After consulting with the instructor, students will write and submit a research paper on a topic of their choice concerning the African past. (Mr. Tropp)

HI 500 Special Research Projects (Fall, Spring)
HI 500 projects during the junior year may be used to fulfill the research seminar requirements. (*Approval required*) (staff)

HI 700 Senior Independent Study (Fall, Winter, Spring)

HISTORY OF ART AND ARCHITECTURE

Professors: Glenn Andres, Cynthia Atherton, John Hunisak (chair), Kirsten Powell (on leave); *Assistant Professor:* Pieter Broucke (on leave); *Visiting Assistant Professors:* Katherine Smith Abbott, Parker Croft, Peter Kalb; *Director, Middlebury College Museum of Art:* Richard Saunders

The Department of History of Art and Architecture is dedicated to the belief that study of the visual arts provides a rewarding framework for a liberal arts education. Our students study works of art and architecture as objects of intrinsic significance, as well as in relation to the Western and non-Western cultures that produced them. Our goals are to provide students with a broad, general exposure to the history of art and architecture; to help students develop a familiarity with the formal properties of works of art and architecture; to help students develop critical and analytical tools for the study of the history of art and architecture; to encourage students to ask meaningful questions about works of art and architecture by seeing them as manifestations of culture in a historical context; and to provide students with extensive first-hand experience of actual works of art and architecture. For senior majors, a trip during the final week of winter term to an important artistic center (New York or another large city) is an integral component of study in this department.

Required for the Major, History of Art Emphasis (12 courses): Two of the following three: HA 101, HA 110, HA 111; one course in non-Western art history; one course in studio art; at least five additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 100 level; HA 700 (fall of senior year); HA 710 and HA 711 (senior thesis, winter and spring terms). It is not possible to pursue a double or joint major with another department that also requires participation in winter term of senior year. Advisory: Graduate programs in the history of art and classical archaeology require students to pass reading examinations in at least two foreign languages.

Joint Major, History of Art Emphasis (8 courses): Two of the following four: HA 101, HA 110, HA 111, a course in non-Western art history; three additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 100 level; HA 700; HA 710 and HA 711 (senior thesis, winter and spring terms). It is not possible to pursue a joint major with another department that also requires participation in winter term of senior year. A proposed program of study, including educational rationale and specific courses to be taken, must be submitted to the department for approval before registering as a joint major.

Minor, History of Art Emphasis (6 courses): Two of the following four: HA 101, HA 110, HA 111, a course in non-Western art history; four additional courses in the history of art or architecture distributed among several historical periods or traditions and taken above the 100 level.

Required for the Major, Pre-Architecture Emphasis (12 courses). Two of the following three: HA 101, HA 110, HA 111; one course in non-Western art history; two courses in studio art; two courses in architectural studio (HA 130 during winter term and HA 330 during fall term, or an approved substitute course for the latter); three additional courses in the history of art and architecture distributed among several historical periods or traditions and taken at a mix of levels above the 100 level (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art); HA 730 and HA 731 (senior architectural design, winter and spring terms). It is not possible to pursue a double or joint major with another department that also requires participation in winter term of senior year. Advisory: Architecture schools expect candidates to have taken two semesters each of math and physics.

Joint major, Pre-architecture Emphasis (8 courses): Two of the following four: HA 101, HA 110, HA 111, a course in non-Western art history; two courses in architectural studio (HA 130 during winter term and HA 330 during fall term, or an approved substitute course for the latter); two additional courses in the history of art and architecture distributed among several historical periods or traditions and taken above the 100 level (it is strongly recommended that these deal specifically with issues of architecture, urbanism, or contemporary art); HA 730 and HA 731 (senior architectural design, winter and spring terms). It is not possible to pursue a joint major with another department that also requires participation in winter term of senior year. A proposed program of study, including educational rationale and specific courses to be taken, must be submitted to the department for approval before registering as a joint major.

Minor, Pre-architecture Emphasis: no minor is offered.

Honors: Cumulative departmental average (including senior work) of at least 3.1. Categories of honors: 3.1-3.4, honors; 3.5-3.6, high honors; 3.7-4.0, highest honors.

HA 101 Monuments and Ideas in the History of Art (Fall)

Introduction to the study of Western art history. Not a survey, but an in-depth investigation of selected art works, considered individually and in broader contexts. We will study buildings, paintings, and sculptures as chronologically distant as Stonehenge and as recent as the work of Keith Haring. **ART HIS EUR** (Mr. Hunisak)

HA 103 Introduction to Asian Art (Fall)

This course will examine the painting, sculpture, architecture, and decorative arts of India, China and Japan. Works of art will be studied in terms of style, religious meaning (especially with reference to Buddhism and Hinduism), and social and historical context. Discussion sections will focus as much as possible on examining relevant works of art in the College Museum and other collections. **ART HIS OTH** (Ms. Atherton)

HA 110 History of Art and Architecture Survey I: Ancient to Renaissance (Fall)

A comprehensive survey of Western visual culture ranging from the prehistoric period to the beginning of the Renaissance, this course chronicles the evolution in painting, sculpture, and architecture of the ancient Near East and Egypt, classical Greece and Rome, and medieval Europe. It is designed for those who wish to build a broad acquaintance with the major works and ideas of Western art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and bearers of meaning for the societies, groups, or individuals that produced them. Two lectures and one discussion section per week. **ART HIS EUR** (Ms. Abbott)

HA 111 History of Art and Architecture Survey II: Renaissance to the Present (Spring)

A comprehensive survey of Western artistic expression that chronicles the evolution in painting, sculpture, and architecture from the Renaissance and Baroque eras, through the Enlightenment and the Industrial Revolution, to the modern and post-modern 20th century. This course is designed for those who wish to build a broad acquaintance with the major works and movements of western art in their historical settings and to develop tools for understanding these works of art as aesthetic objects and as bearers of meaning for the societies, groups, or individuals that produced them. 3 hours lect., disc. **ART HIS EUR** (Mr. Andres)

HA 130 Introduction to Architectural Design (Winter)

This studio course introduces students to the methods used in the practice of architecture, landscape architecture, and environmental art. The course's goals are to use the process of design to gain insight regarding individual and community value systems and to provide basic experience in the design professions. Keeping a daily journal and participating in intensive group and individual work within the studio space are requirements. Recommended for anyone wishing to improve his or her appreciation for the built environment. **ART** (Mr. Croft)

[HA/SA 170 Anthropology through the Arts]
ART SOC

[HA/RE 185 Art and the Bible]
ART PHL EUR

[HA 200 Renaissance Architecture]
ART HIS EUR

[HA 201 Italian Renaissance Art: 1400-1500]
ART HIS EUR

HA 202 Modern Art (Fall)
This course will examine twentieth-century art under the impact of the aesthetic and theoretical challenges posed by three of the most significant introductions to modern art: photography, abstraction, and the readymade. Through lectures, discussions, and papers we will analyze these phenomena and the effects they have had on artistic practice and reception. (*Limit on enrollment: 50*) **ART HIS** (Mr. Kalb)

[HA 203 Introduction to Indian Art: From the Indus Valley to the British Raj]
ART HIS OTH

[HA 204 Approaches to Islamic Art]
ART OTH

HA 205 Painting and Sculpture of Nineteenth-Century Europe (Spring)
During the 19th century, Paris was the capital of the art world, and the structure of this course will be based upon that central, undeniable fact. From the revolutionary 1780s until the Universal Exposition of 1900, we will consider 19th-century painting and sculpture primarily as a Parisian phenomenon, with detours to other countries and cultural centers whenever appropriate. **ART HIS EUR** (Mr. Hunisak)

[HA/WS 209 Women in the Visual Arts]

HA 210 The High Renaissance in Italy (Spring)
This course offers an introduction to the major artistic achievements of the late 15th and early 16th centuries in Italy. By examining the accomplishments of artists such as Leonardo, Raphael, Michaelangelo, Titian, and Veronese, students will come to an understanding of the ways in which the art of this period reflected particular cultural ideals, aspirations, and anxieties. A study of the painting, architecture, sculpture, and graphic arts of Rome, Venice, and Florence will serve as the primary focus for the course. **ART HIS EUR** (Ms. Smith Abbott)

HA 211 American Design (Spring)
A historical survey of architecture and related design (especially furniture) in the United States from its colonization through the mid-20th century as a manifestation of colonial inheritances, foreign fashions, national outlooks, changing technologies, social and economic patterns, and native materials. **ART HIS USA** (Mr. Andres)

[HA 212 Roman Architecture]

[HA 213 Roman Art and Archaeology]

[HA 216 Art of the Middle Ages]

[HA 218 History of Photography]

HA 220 The Art of the City (Fall)
A study of humanity's most complex and critical physical monument, from ancient agoras to edge cities. City form in general (historical and ideal) and great cities, urban environments, and city designers in particular will be surveyed from antiquity to the present in an investigation of changing purposes, elements, and organization. **ART HIS** (Mr. Andres)

[HA 221 Greek Art and Archaeology]
ART HIS EUR

[HA 222 Buddhist Art: The Journey of the Three Jewels]

[HA 223 The Classical Tradition in Architecture: A History]
ART HIS EUR

[HA 224 Arts of Japan]
ART HIS OTH

[HA/MU 225 Humor in Art and Music]
ART EUR

[HA 226 A World in Transition: The Art and Life of Giotto]

[HA 230 Modern Architecture]
ART HIS

[HA 232 Arts of China]

HA/AC 244 Knickerbocker New-York (Spring)
See listing Program in American Civilization for description. **LIT ART USA** (Mr. Wilson)

[HA/AC 245 American Landscape 1825-65]

[HA 250 The History of Landscape Photography]

[HA 302 Baroque Art: Painting, Sculpture, and Architecture of Seventeenth-Century Rome]
ART HIS EUR

[HA 303 Northern Renaissance Art: 1300-1600]

[HA 304 Northern Baroque Art]

[HA 305 Rome and Venice: Renaissance Painting and Sculpture]

HA 306 American Art from the Great War to the Depression (Fall)
Following World War I, the U.S. came into its own as a financial and cultural superpower, while Europe fell into economic and political crisis. Focusing on the experimental tactics of American artists who were responding to European modernism, this course will look at artistic production in relation to the shifts in political power that occurred between 1914 and 1932. **ART HIS USA** (Mr. Kalb)

[HA 308 American Art: 1945-1980]
ART USA

[HA 312 Of Gods, Mortals, and Myths: Greek and Roman Painting]

[HA 313 Japanese Art]

[HA 320 Hands-on Archaeology: Theory and Practice]

HA 325 Special Problems in Art History: The Art of Andy Warhol (Spring)
Since his death in 1987, Andy Warhol's art, life, and entrepreneurial career have been subjected to unceasing scrutiny. In this course we will utilize the biographies, the speculative and historical evaluations, and the art of Warhol itself in an attempt to establish his art historical stature and significance. **ART USA** (Mr. Hunisak)

HA 330 Intermediate Architectural Design (Fall)
This studio course emphasizes the thought and method of architectural design. Members of this studio will be involved in developing their insights towards cultural value systems and their expression in the environments they create. Participants work primarily in the studio space and rely heavily on individual instruction and group review of their work. The course provides a foundation for more advanced study in the areas of architecture, landscape architecture, and other fields related to the design of the built environment. (HA 130) **ART** (Mr. Croft)

HA/TH 340 Film and Modernism (Spring)
(See Department of Theatre, Dance, and Film Video for course description) **ART** (Mr. Perry)

[HA 403 Seminar in Modern Architecture: Architecture after the Masters]

[HA 409 Art Museums: Theory and Practice]

HA/IS 434 Revolution and the Arts (Spring)
See international studies for description. This course is equivalent to IS 434 and CS 434. Register for this course under IS 434. (Ms. Atherton, Mr. Berninghausen)

HA 510 Advanced Studies in History of Art (Fall, Spring)
Supervised independent work in art history. (*Approval required*) (staff)

HA 530 Independent Architectural Design (Fall, Spring)
Supervised independent work in architectural analysis and design (*Approval required*) (staff)

HA 700 Methods and Theories in the History of Art (Fall)
This seminar is designed for art history majors and required of them. We will endeavor to reach a critical understanding of the range of methodologies employed in art historical research and writing, thereby preparing students to undertake their senior thesis work. (Mr. Hunisak)

HA 710, HA 711 Senior Thesis in History of Art (Winter, Spring)
Two terms—the first supervised, the second conducted independently with an adviser—of research, plus organization and writing of a thesis. Winter term study culminates in a five-day field trip to New York (or another center for art and architecture). Midway through the spring semester, there will be a public symposium at which all students enrolled in HA 711 present their work in progress and the state of their research. (winter: Mr. Hunisak, spring: staff)

HA 730 Methods and Theories in Architectural Design (Winter)
This seminar is designed for senior pre-architecture majors and is required of them in preparation for senior architectural design. The course is devoted to methodologies and the development of tools for architectural analysis, the research for, and generation of, a detailed program for architectural design projects (in written and graphic formats), and culminates in a five-day field trip to New York (or another center for art and architecture). (HA 130 and HA 330, or an approved substitute course in studio design for the latter). (Mr. Broucke; in alternate years, Mr. Andres)

HA 731 Senior Architectural Design (Spring)
This studio course is devoted to developing an individual project in architectural design. Working with visiting design critics and intense peer review in the studio, the course culminates in a public presentation of the project and a portfolio consisting of written and graphic formats describing all aspects of the completed design. (HA 730) (Mr. Croft)

Guidelines for Independent Work in the History of Art and Architecture and Administration of Permissions

1. Independent projects in history of art emphasis can be undertaken only in areas in which students have done previous work at the college level and have demonstrated that mastery of the scholarly material is sufficient to justify independent study. In certain rare instances, exceptions to this rule will be allowed. For example, a student with sufficient art historical background who wishes to pursue an area of inquiry that is not covered in the normal curriculum might undertake an HA 510 project in preparation for senior work.

2. For HA 510 or HA 530 projects, students must find an adviser/sponsor and submit a written proposal for consideration and approval by the entire faculty of history of art and architecture. For proposals in the history of art emphasis, students must indicate previous art historical study, the precise nature of the problem they wish to investigate, a bibliography of works to be used in the study, and the kind of written work that will result. For proposals in pre-architecture emphasis, students must indicate previous experience in architectural history and design, a specific well-developed proposal for the project they wish to undertake, and the format(s) (written, graphic, presentation in public) in which they propose to present it.

3. Before registering for HA 711 all students must consult with their advisers; together they will establish the thesis topic and its parameters. No change of advisers, topics, or projects will be allowed subsequently without formal approval of a student's ADVISER(s) and the department chair. A thesis in the history of art can only be done in an area in which a student has already taken course work at the college level.

PHILOSOPHY

Professors: Richard Arthur, Stanley Bates (chair); *Assistant Professors:* Elizabeth Ennen (on leave fall), Heidi Grasswick (on leave academic year), Yang Xiao; *Instructor:* Martha Woodruff (on leave academic year); *Emeriti Professors:* Hiroshi Miyaji, Victor Nuovo

The Department of Philosophy seeks to foster in its students a critical awareness of the fundamental issues and principles at stake in the study of humanity and the universe, and to equip them with the necessary analytic and creative skills to identify and critique different kinds of philosophical arguments and positions in a wide variety of contexts. The acquisition of such skills makes philosophy majors attractive to a wide variety of prospective employers, as well as providing a sound preparation for law school or graduate school.

The department also permits and encourages students to pursue joint and double majors.

Nonmajors: Most philosophy department courses are open to students who are not majors. Those who have done little or no previous work in philosophy are encouraged to take one of the introductory courses listed below, all of which, whether at the 100 or 200 level, are open to students of all classes. Other courses at the 200 level are introductions to special topics in philosophy or to specific areas in the history of philosophy, and first-year students wishing to take them should consult the instructor. Although 200-level courses do not generally have prerequisites, students who have done work in pertinent, related areas of the sciences, education, religion, or the arts will benefit from their studies in those areas. Courses at the 300 level are open to nonmajors, but they presuppose a higher level of sophistication than the 200-level courses. They may have prerequisites or require prior work in philosophy and are not normally open to first-year students.

Required for the Major: Majors shall elect 10 courses in the department, including the seminar requirement. PA 180 is required, and either PA 150 or PA 151 is highly recommended. These introductory courses should be taken early in the program whenever possible. In addition, majors must satisfy a departmental distribution requirement by electing one course in each of the following four areas: (1) ethics and social and political philosophy; (2) ancient and medieval philosophy; (3) history of modern philosophy; and (4) epistemology, language, metaphysics, and science. Cognate courses may be substituted for no more than two departmental courses, but will not satisfy the departmental distribution requirement; such substitutions require the prior approval of a major's departmental adviser, and must be at the 200 level or above.

Required for the Minor: A total of six courses in philosophy, including PA 180 and one 400-level seminar, are required. The seminar will normally be taken during the final three semesters of a student's undergraduate career (excluding winter term), and only after the student has completed three other philosophy courses. Students electing the philosophy minor should arrange to have an adviser in the philosophy department.

Seminar Requirement: Majors must take two department seminars (400-level courses on advanced topics in philosophy). Junior majors must take the seminar currently offered in the spring term; seniors must take the seminar currently offered in the fall term. Students who are abroad during the spring of the junior year must take both seminars in their senior year. This requirement will not be waived for students doing departmental honors. These seminars will not normally satisfy the departmental distribution requirement, but may in exceptional cases by permission of the chair.

Departmental Honors: Majors with at least a B+ average in philosophy courses may apply to become candidates for departmental honors. To apply, a student must find a faculty member willing to supervise the project and then submit a proposal to the Chair in writing. If (and only if) the proposal is accepted, the student should then register for two successive terms of PA700 (normally during the winter and spring terms of their senior year). To receive honors, students must complete a two-term project resulting in a thesis or a set of thematically related papers, give an oral defense (according to departmental regulations), and receive for their work a minimum grade of B+. In addition, they must maintain their B+ average in courses in the department.

Joint Major: For the philosophy component of a joint major, students must (1) take eight philosophy courses, including (a) PA180 (b) one 400-level seminar and (c) at least one course in each of three of the four areas of the departmental distribution requirement. Either PA150 or PA151 is also highly recommended, and, like PA180, should be taken early in the program whenever possible. In addition, students must (2) give evidence of having used the training in both major fields, usually in an independent project or thesis, but sometimes in a seminar paper.

INTRODUCTORY COURSES

PA 150 Introduction to the Philosophical Tradition (Fall, Spring)
This course will introduce students to fundamental philosophical issues concerning the nature of reality (metaphysics), the possibility of knowledge (epistemology), and the nature of value (ethical theory) through a reading of a number of important primary texts of thinkers such as Plato, Aristotle, Descartes, Hume, Kant, Kierkegaard, Mill, Nietzsche, and Freud. Students should register for a discussion session. **PHL EUR** (Mr. Bates, Mr. Nuovo)

[PA 151 Introduction to Analytic Philosophy]
PHL

PA 180 Introduction to Modern Logic (Fall)
The aim of this course is to provide a sound understanding of the principles of deductive reasoning through the study of modern symbolic logic. Students will learn how to translate natural arguments into the formal languages of propositional and predicate logic and study both semantics and derivation systems for these languages. Mastery of these techniques will enable students to evaluate arguments from a logical point of view. No prior knowledge of logic, formal mathematics, or computer science is presupposed in this course, which does not count toward the PHL distribution requirement. **DED** (Mr. Arthur)

[PA 200 Final Questions]
PHL EUR

In addition, the following courses are suitable as first courses in philosophy: CL/PA 175, PA 201, PA 205, PA 206, PA 212, PA 214, PA 216, PA 223, PA/RE 232.

ETHICS AND SOCIAL AND POLITICAL PHILOSOPHY

PA 205 Human Nature and Ethics (Spring)
An investigation of some of the most important theories in Western intellectual history concerned with appropriate ways for people to lead "the good life." Proceeding in historical sequence, the course will cover Plato, Aristotle, Hobbes, Hume, Kant, and Camus. An attempt will be made to relate the moral theories considered to the general intellectual assumptions of the ages in which they were produced and to the stated or understated conceptions of human nature contained in the theories. **PHL EUR** (Mr. Bates)

PA 206 Contemporary Moral Issues (Fall, Spring)
We will examine a selection of pressing moral problems of our day, seeking to understand the substance of the issues and learning how moral arguments work. We will focus on developing our analytical skills, which we can then use to present and criticize arguments on difficult moral issues. Selected topics may include world poverty, animal rights, abortion, euthanasia, human rights, just and unjust wars, capital punishment, racial and gender issues. You will be encouraged to question your own beliefs on these issues, and in the process to explore the limit and extent to which ethical theory can play a role in everyday ethical decision making. PHL (Mr. Xiao, Ms. Ennen)

[PA 210 Contemporary Ethical Theory]
PHL

[PA 320 Social and Political Philosophy]

PA 321 The Good Society (Spring)
One of the central questions in social and political philosophy is "Under what condition can a society be regarded as a good society?" In this seminar we shall examine the idea of a good society from historical and normative perspectives, focusing on how to justify our social/cultural criticism of a society. We shall read works by theorists such as Hegel, Stanley Cavell, Hannah Arendt, Charles Taylor, Rorty, Sen, Nussbaum, Bellah, Michael Walzer, and Foucault, as well as social critics such as Nietzsche, Emerson, Orwell, Simone de Beauvoir, Lionel Trilling, Irving Howe, and James Baldwin. Students will also practice social criticism by writing essays. **PHL SOC OTH** (Mr. Xiao)

ANCIENT AND MEDIEVAL PHILOSOPHY

CL/PA 175 Greek Philosophy (Fall)
See Department of Classics listing for description **LIT PHL EUR** (Mr. Witkin)

[PA 201 Ancient Greek Philosophy]
PHL HIS EUR

[PA 224 Topics in Medieval Philosophy]

[PA 302 Philosophy of Plato]

[PA 303 Philosophy of Aristotle]
PHL HIS EUR

HISTORY OF MODERN PHILOSOPHY

[PA 221 Gender and the History of Philosophy]

[PA 222 American Philosophy]

[PA 223 Introduction to Contemporary Philosophy]
PHL EUR

[PA 225 Nineteenth-Century European Philosophy]
PHL HIS EUR

[PA 250 Early Modern Philosophy]
PHL HIS EUR

[PA 255 Kierkegaard, Marx, and Nietzsche]
PHL HIS EUR

PA 309 Schopenhauer and Eastern Philosophy (Spring) (formerly PA 409)
Unlike Kant,Arthur Schopenhauer (1788-1860) takes the underlying reality of phenomena to be knowable as what we are, i.e., to be the will. The world is the expression of the will, which is essentially a primordial, ungrounded and blind force. In this course we will study how Schopenhauer was led to his characteristic doctrine of pessimism, the view that our existence is purposeless and meaningless, by his analysis of our daily experience, its transitoriness, and the inevitability of death. We shall also be examining how this led him to a new appreciation of Indian philosophy, particularly Brahmanism and Buddhism. **PHL** (Mr. Miyaji)

[PA 323 Wittgenstein's Philosophy]
PHL

Epistemology, Language, Metaphysics, and Science

PA 212 Introduction to the History of Modern Science (Spring)
Of all the chapters in the history of our intellectual tradition, one of the most exciting is that of the Scientific Revolution—the emergence in the 17th and 18th centuries of recognizably modern scientific concepts from the welter of ideas of the competing scholastic, Pythagorean, alchemical, magical, and mechanical traditions. In this course we shall trace the development of key concepts in physics, chemistry, and biology through a study of the contributions of such thinkers as Copernicus, Kepler, Galileo, Boyle, Descartes, Newton, Huygens and Leibniz. **PHL HIS EUR** (Mr. Arthur)

[PA 214 Science and Society]
PHL SOC

[PA 216 Introduction to the Philosophy of Science]

[PA 351 Theory of Knowledge]
PHL

[PA 352 Philosophy of Mind]
PHL

[PA 354 Philosophy of Language]
PHL

PA 355 Issues in the Philosophy of Time (Spring)
An investigation of some deep-rooted problems concerning time, some of them perennial—Can there be time in the absence of change? Is becoming real or just a perceptual illusion? Is time continuous or discrete?—some of them of more recent origin—Is time travel possible? What is responsible for the arrow of time? These issues will be examined both in historical context and in relation to modern science and philosophy. Students should be prepared to engage in serious study in the history of physics and philosophy in an effort to illuminate these vexing and exciting issues. (Some background in philosophy or natural science; PA 180 is recommended) **PHL** (Mr. Arthur)

Non-western Philosophy

PA/HI 237 Chinese Philosophy (Fall)
Please see history department listings for description. **HIS PHL OTH** (Mr. Wyatt)

PA/HI 273 Confucianism (Spring)
Please see history department listings for description. **HIS PHL OTH** (Mr. Wyatt)

[PA 256 Topics in Japanese Philosophy]

[PA 310 Comparative Philosophy]

PA 311 Philosophy as a Way Of Life: Eastern and Western Perspectives (Spring)
In recent years Michel Foucault, Stanley Cavell, Pierre Hadot, and Alexander Nehamas have argued that in Greco-Roman antiquity and early Christianity, philosophy was regarded not primarily as a theoretical discipline, but as an art of living or a way of life. This seminar will examine the idea of the philosophical life in both contemporary and historical-comparative contexts. We will read recent works by Foucault, Cavell, Hadot and Nehamas, and classic texts in the West by Plato, Epictetus, Marcus Aurelius, Montaigne, Emerson and Nietzsche, as well as texts in the East by Mencius, Zhuangzi, and Buddhist philosophers. We will also read some literary works dealing with the same issue. 3 hrs. lec/disc. **PHL HIS OTH** (Mr. Xiao)

Special Topics

[PA 209 Philosophy of Law]
PHL

PA/RE 232 Philosophy of Religion (Fall)
The first part of this seminar will be devoted to philosophical reflections on Christianity. We will look at classical arguments for Christian beliefs and the criticisms of this approach by Pascal, Hume, Kant, Wittgenstein, and Nietzsche. We will also read some literary works dealing with the same issues. The second part will be devoted to philosophical and methodological issues in the studies of other religious traditions: Judaism, Confucianism, Taoism, Buddhism, and African religions. We will read philosophers as well as anthropologists and sociologists such as Hegel, James Frazer, Max Muller, Max Weber, Freud, Wilfred Smith, Robert Bellah, Mark Taylor, and Richard Bernstein. **PHL** (Mr. Xiao)

[PA 233 Aesthetics]
PHL EUR

[PA/WS 234 Philosophy and Feminism]
PHL

[PA 280 Intermediate Logic]

PA/HI 319 Readings in the Philosophy of History (formerly PA 231) (Fall)
Please see History Department listings for description. **HIS PHL EUR** (Mr. Wyatt)

[PA 356 Philosophy and the Environment]
PHL

PA 361 Philosophy of Neuroscience (Spring)
Philosophy of neuroscience is a newly emerging area of research that is generating novel accounts of consciousness, perception, memory, reasoning, language, and personal identity. This course will be conducted as a workshop/seminar and will focus on the following sorts of questions: what is neuophilosophy, what does neuroscience tell philosophers about the "self", what is the relationship between the brain and consciousness, is neuroscience relevant to ethics, and how does the brain "represent" objects in the world? Readings will be taken from contemporary journal articles in both philosophy and neuroscience. **PHL** (Ms. Ennen)

SEMINARS

The department offers a junior and a senior seminar each year for its majors, open to other qualified students with a waiver. (See above "Seminar Requirement" for majors.) Topics are determined by the instructors. Some recent topics (which may or may not be offered again) are listed in brackets.

[PA 406 Responsibility]

PA 408 The Enlightenment and Its Critics (Fall)
Inspired by the scientific revolution of Descartes and Newton, and the political and epistemological writings of Locke, Enlightenment philosophy was a concerted attempt to replace the old theological/political order with one based on scientific reason and human rights. Though still a dominant view today, it has come under increasing attack from critics who blame it for many contemporary woes, from scientism to the holocaust. In this seminar we will try to throw light on these matters by studying the writings of several 18th-century thinkers, particularly Voltaire, Rousseau, and Diderot, and (post)moderns such as Horkheimer, Habermas and Foucault. (Open to Juniors and Seniors who have taken at least two Philosophy courses, any level.)(Mr. Arthur)

PA 411 Kant (Spring)
This course will concentrate on a careful reading of Kant's Critique of Pure Reason concentrating on the issue of the nature and limits of knowledge. However, we shall also discuss some of Kant's views on morality. (Mr. Bates)

[PA 412 Hegel]

[PA 416 Contemporary Aesthetics]

[PA 417 The Philosophy of Cognitive Science]

[PA 418 Nietzsche and Greek Thought: Tragedy and Philosophy]

[PA 419 Consciousness]

[PA 420 Love and Friendship in Greek Thought]

[PA 421 Social Epistemology]

PA 500 Independent Study (Fall, Spring)
Supervised independent research in philosophy. *(Approval required.)*

PA 700 Senior Research for Honors Candidates (Fall, Winter, Spring)
(See under Departmental Honors above.)

RELIGION

Professors: John Keenan, E. Burke Rochford (chair), Robert Schine (on leave), Katherine Sonderegger, Larry Yarbrough (on leave); *Assistant Professors:* Rebecca Kneale Gould, William Waldron; *Visiting Assistant Professor:* Carol Bakhos; *Lecturer:* Walid Saleh

The Department of Religion offers students the opportunity to become acquainted with the major world religions and with religious approaches to a wide range of topics and questions. Though emphasizing the study of individual religious traditions, the religion faculty also offers courses that are comparative and interdisciplinary. In addition to its courses in Buddhism, Christianity, Hinduism, Islam, and Judaism, the department has special strengths in environmental, women's, and biblical studies, including courses in biblical Hebrew through the classics department.

Requirements for the Major: The major in religion requires satisfactory completion of 11 courses, including: (1) RE 110 and RE 120; (2) three additional courses, including a seminar, in one of the traditions or disciplines; (3) three electives chosen in consultation with the adviser; (4) RE 400 Seminar on the Study of Religion; (5) RE 500 Independent Research during the fall (or spring) term of the senior year; (6) RE 700 Senior Research for Honors Candidates or a second RE 500 Independent Research project designed in consultation with the student's adviser.

With permission, the following cognate courses may be credited toward the requirements for the religion major:

CL	105	Introduction to Hebrew
CL	206	Intermediate Hebrew
PA	253	Confucianism and the Confucian Tradition in East Asia
SA	380	Anthropology of Religion

Joint Major: Students may design a major, joining religion and another area of study. For guidelines on developing a joint major, see the College Handbook.

Religion Minor: The religion minor consists of five courses, at least three of which must be in one of the traditions or disciplines listed above and include a 300-level seminar.

The Minor in Jewish Studies: (1) Any three of the following: RE 160 The Jewish Tradition, RE 260 Origins of Judaism, RE 261 Jewish Mystics and Philosophers, RE 280 Studies in Hebrew Bible/Old Testament, HI 350 The Jews in Modern Europe; plus (2) RE 360 Seminar in Jewish Thought.

Departmental Honors: At the end of their junior year, students who have maintained a B+ average in departmental courses may elect to become candidates for departmental honors. During the fall semester of the senior year honors candidates begin a research project (RE 500) under the direction of a member of the religion faculty. Upon the recommendation of the faculty member, based on satisfactory progress at the 500 level, the candidate will complete the project as a thesis (RE 700), normally during the winter and spring terms. A grade of B+ on the thesis and a B+ average in other departmental courses are the minimum requirements for the awarding of departmental honors.

INTRODUCTORY COURSES

[RE 103 Introduction to Religious Meaning]
PHL

RE 110 Introduction to Western Religious Life and Thought (CW 15) (Fall)
An introduction to the major religious traditions of the West: Judaism, Christianity and Islam. **PHL** (Ms. Bakhos, Mr. Saleh)

RE 120 Introduction to Eastern Religious Thought (Spring)
An introduction to the major religious traditions and themes of Asia: Taoism, Confucianism, Buddhism, and Hinduism. Central themes from these traditions will be studied through the selected scriptures and texts of each tradition. **PHL OTH** (Mr. Keenan, Mr. Waldron)

[RE 130 The Christian Tradition]
PHL EUR

RE 140 Hindu Traditions of India (Fall)
An introduction to Hindu religious traditions of India, this course will trace the development of Hindu, mythology, philosophy, and society from Vedic times to the present, with special reference to the law of karma, caste, dharma, yoga, and liberation. Emphasis will be placed on gaining an appreciation of the rich multiplicity of religious thought and practice within the Hindu worldview through a study of its classical literatures, major sectarian divisions, and diversity of expressions. **PHL OTH** (Mr. Waldron)

RE 150 The Islamic Tradition (Spring)
A historical and thematic introduction to the Islamic tradition and the worldwide Muslim community. Stressing sources, doctrines, practices, institutions, and modes of expression, topics will include: the life and times of Prophet Muhammad; the Qur'an, Islam's scripture; the division between the two major sects, Sunni and Shi'a; the formation of the traditions of Hadith and Shariah; Sunni schools of law and theology; diversity in Islamic faith and practice; and Islam in the West. **PHL OTH** (Mr. Saleh)

RE 160 The Jewish Tradition (Spring)
An introductory course on central themes and problems in Judaism and the life of "the People of the Book," with the goal of understanding contemporary ideas, institutions, and problems of Jewish life and thought in historical perspective. Topics will include: the formative ideas in Jewish thought monotheism, commandment, Torah; liturgy, ritual, and rhythm of Jewish life; theory and practice of the commandments; the tension between textual tradition and innovation; the origins and contemporary denominations of Judaism (Reform, Conservative, Reconstructionist, and Orthodox); Zionism and the meaning of Israel. **PHL** (Ms. Bakhos)

[RE 180 An Introduction to Biblical Literature]
LIT PHL

[RE/HA 185 Art and the Bible]
ART PHL EUR

[RE 190 Introduction to Ethics: Right Living in a Complex World]
PHL

TEXT, TOPICS, AND TRADITIONS

RE 200-level courses are open to all students without prerequisite or permission.

[RE 210 Theologies of Interfaith Dialogue]
PHL OTH

[RE 220 The Buddhist Tradition in India]
PHL OTH

RE 221 The Buddhist Tradition in Korea and Japan (Spring)
From a historical and doctrinal perspective the course will examine the formation of Korean Buddhism and the thought of Zen master Chinul. Attention will turn to the implantation of Buddhism in Japan and the state sponsorship of the official Nara sects, Heian developments of Shingon, and the rise of Kamakura times of Pure Land and Zen movements. Modern discussions on the impact of Buddhism on society will be discussed and the role of modern interfaith dialogue briefly considered. **PHL OTH** (Mr. Keenan)

[RE 222 Tantric Traditions in India and Tibet]
PHL OTH

[RE 224 The Buddhist Tradition in Tibet]
PHL OTH

[RE 225 Chinese Religions]
PHL OTH

[RE 230 Nature and Grace: An Introduction to Catholicism]
PHL

[RE/RU 231 The Russian Religious Experience (in English)]
HIS PHL OTH

RE/PA 232 Philosophy of Religion (Fall)
See Department of Philosophy for description. **PHL** (Mr. Xiao)

RE 233 Medieval Christendom and its Reformations (Spring)
This course examines the foundations of European Christianity, from the end of the Roman Empire to the end of Christian unity in the Protestant and Catholic Reformations. We begin when Europe was little more than a shadow in the great light of the Islamic empire to its east, and move from the theology under Charlemagne's court, to the rise of Christian high culture. Here we read some of the great saints and thinkers of Christian history: Anselm, Thomas Aquinas, Francis of Assisi, Hildegaard of Bingen. The late medieval period sees the rise of our culture: cities, nations and empires, and national churches. We read the intellectuals of this transformation: Luther, Calvin, Cranmer, Ignatius of Loyala, Theresa of Avilia. We end with the movements and innovations of late medieval Christendom: the rise of preaching orders, lay movements, the radical reformers and rebels, the feminism of early modern Europe. **PHL EUR** (Ms. Sonderegger)

RE 235 Christianity and Modern Culture (Fall)
We live in a world at once intensely religious and intensely secular. Western culture calls on a secular science and technology to master our world; it turns to a secular history to interpret its past. Philosophy, psychology and literature have been emancipated from their Christian apprenticeship. And yet, few periods in Western history have produced Christian thinkers and movements as creative and lasting as our own. The 19th and 20th centuries have given us great system-builders and leaders indebted to Christianity. The rise of this world, so critical of religion yet so devoted to it, is the subject of this course. **PHL** (Ms. Sonderegger)

[RE 250 Shi'a Islam]
PHL OTH

[RE 251 Islamic Mysticism]
PHL OTH

[RE 253 Islam in America]
PHL

[RE/WG 259 Women in Islam]
PHL OTH

[RE 260 The Origins of Judaism]
PHL HIS

[RE 261 Jewish Mystics and Philosophers]
PHL

[RE 268 Literary and Cinematic Portrayals of the Jew]
PHL

[RE/HI 269 Jewish Nationalism]
PHL

[RE 270 The Shaping of American Religious Life]
PHL HIS USA

[RE 280 Studies in Hebrew Bible/Old Testament]
PHL HIS

[RE 281 Studies in the New Testament]
HIS PHL

[RE 287 Greco-Roman Religions]
PHL

RE/WG 288 Hebrew Bible and Ancient Near Eastern Religion (Spring)
The Bible vehemently condemns the religious practices of the nations surrounding Israel. In this course we will study Ancient Near Eastern Religions, their Goddesses, Gods, myths, practices and texts, and see how they relate to biblical religion. We will look at ancient Sumerian, Mesopotamian, Akkadian, Canaanite and Hebrew religions and see how each reflected its view of power, gender, cosmogony, and sex. We will focus on the role of women in Ancient Near Eastern religious life and to manifestations of the Divine Feminine in these traditions, including the Bible. **PHL** (Mr. Edleson, Dean, Cook Commons)

[RE/WG 290 Women's Religious Life and Thought]
PHL

RE 292 Psychology of Religion (Fall)
Western religions are often defined as sets of beliefs, propositions considered true by their adherents. But what of the holder of those beliefs, the inner experience of the faithful person? The psychology of religion asks and explores those questions. This field of study draws upon the European heritage of philosophy and depth analysis of human personality. We will study both American and European contributions, from the theologians and psychologists, some hostile and some friendly to religious belief. Authors include: William James, Gordon Allport, Rudolf Otto; Freud, Jung, Rikson, and Kierkegaard. **PHL SOC** (Ms. Sonderegger)

RE 295 Faith, Freedom, and Ecology (Fall)
This course will introduce students to some of the prevailing questions in environmental ethics, ecotheology, and

the emerging field of ecocriticism. What is the proper relationship between humans, the natural world, and the divine? What is our moral responsibility to ourselves and to the planet? How do freedom and constraint play a role in our choices? Do men and women experience nature (and responsibilities toward nature) differently? Lectures and readings will approach these questions from a variety of philosophical, historical, and religious perspectives (primarily Western) and will include Jewish, Christian, feminist, pragmatist, scientific, and Native American voices. **PHL** (Ms. Gould)

Seminars in Religion

RE/SA 308 Sociology of Religion (Fall)
See Department of Sociology/Anthropology for description. **PHL SOC USA** (Mr. Rochford)

[RE 310 Contemplating the Millennium: Issues in Modern Religious Thought]

[RE 312 Buddhist and Christian Enlightenment]

[RE 315 Comparative Themes in the Study of Religion: Pilgrimage]
PHL

[RE 320 Seminar in Buddhist Philosophy: Emptiness and the Philosophy of the Middle Way]
PHL OTH

[RE 326 Seminar in Buddhist Ethics]
PHL OTH

[RE 327 Seminar in Taoism]
PHL OTH

[RE 328 Seminar on Japanese Religions]

[RE 350 Seminar in Islam]
OTH

RE 360 Seminar in Jewish Thought: The Bible and Its Interpreters (Fall)
This course examines select biblical stories and major trends in Jewish interpretation. While focusing on ancient methods of interpretation (called midrash), we will also examine interpretations from later periods. We will study the theological and socio-historical backgrounds that have influenced exegetical trends, engage in comparative analysis (noting, for example, Christian and Muslim interpretations), and discuss issues pertaining to the cross-cultural diffusion of literary texts. Biblical stories include Creation, Adam and Eve, the binding of Isaac, the expulsion of Ishmael, the story of Joseph, the Exodus, and the kingships of David and Solomon. (Credit toward the Classics requirements in Hebrew language will be given to students who read relevant texts in Hebrew and meet an additional section with Professor Bakhos.) **PHL** (Ms. Bakhos)

RE 370 Seminar in American Religious History: Ten Ways of Looking at Transcendentalism (Fall)
American Transcendentalism has had a cultural impact far exceeding its regional beginnings. This seminar will investigate the details of Transcendentalism with a keen eye toward the role of religion. We will consider Transcendentalism through five interpretive lenses: as a literary movement, a social reform movement, a communal experiment, a turn to nature, and as a cultural endeavor defined by certain "representative" men and women. We will also explore Transcendentalism as a complex response to five religious and cultural contexts that have dominated 19th-century American religious history: unitarianism, evangelicalism, pre-Darwinian science, early feminism and other nineteenth century religious innovation. (RE 130 or RE270) **PHL HIS USA** (Ms. Gould)

[RE 371 From Puritanism to the Gospel of Wealth]
PHL HIS USA

RE/SA 373 American Religious Communities (Spring)
The course considers the emergence and development of a variety of religious communities and movements within the North American context, including: the Shakers, the Oneida community, Evangelical Christians, Mormons, the Amish, Orthodox Jews, Conservative Catholics, practitioners of Witchcraft, Hare Krishna, and the Children of God/Family. In addition to tracing the history of each group, the course considers a number of sociological issues and questions, focusing on how religious communities struggle with the problem of linking religious belief and practice to members' everyday lives. How do religious communities seek to resist mainstream American culture in a collective effort to avoid accommodation and secularization? What forms of social organization facilitate resistance, or, alternatively, result in community fragmentation and accommodation? Why have some American religious communities been more enduring across time, while others have failed? (Mr. Rochford)

RE 380 Seminar in Biblical Studies: The Quest of the Historical Jesus (Spring)
For two thousand years, Christians have relied upon the New Testament gospels to tell them about the life and character of Jesus of Nazareth. Since the 18th century, however, another source has arisen with a claim to present Jesus' biography: modern historiography. This seminar allows us a chance to read some of these recent historical accounts of Jesus' life –each different than the rest –and to explore what insights and what challenges emerge for Christian thought from these historical portraits of Jesus. (RE180 or RE281 or by waiver) **PHL** (Ms. Sonderegger)

[RE 385 Seminar in Christian Origins]

RE/WG 391 Seminar on Women and Religion: South Asian Goddesses (Spring)
This year's seminar will focus on the theory and practice of the goddess within the Hindu and Buddhist traditions of South Asia. Focusing exclusively on these centuries-old traditions, we will examine how a large variety of spiritual beings in feminine form have been understood, portrayed, and worshipped in South Asia. We will also discuss, to a certain extent, traditions of female saints and the roles that they play within Hindu and Buddhist communities of South Asia as manifestations of the divine, as liberated beings, and as spiritual and moral models. **PHL OTH** (Mr. Waldron)

RE 395 Religion, Ethics, and the Environment (Spring)
This course will put environmental concern in historical, cross-cultural and multi-religious perspective. Lectures and readings will consider what a variety of religious traditions have to say (or not) about "nature" both in earlier periods and in the present. Our approach will be topical and will include: the significance of animals, the meaning of "sacred landscape," philosophical speculations on the term "nature," the use of religious traditions to affirm or deny the value of the natural world, and varieties of religious environmental activism. Buddhist, Native American, and Hindu perspectives will be treated throughout, with some comparative attention paid to Western traditions. **PHL** (Ms. Gould)

RE 400 Seminar on the Study of Religion (Fall)
This seminar for advanced religion majors examines methods and approaches to the study of religion and provides guidance in researching and writing the senior projects. (Open to junior and senior religion majors or by waiver.) (Mr. Waldron)

RE/IS 438 Struggles of the Sacred and the Profane (Spring)
See program of international studies for description. This course is equivalent to IS 438 and HI 438. Register for this course under IS 438. (Mr. Saleh, Mr. Davis)

RE 500 Independent Research (Fall, Winter, Spring)
(*Approval required*) (staff)

RE 700 Senior Research for Honors Candidates (Fall, Winter, Spring)
(*Approval required*) (staff)

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LANGUAGES

LANGUAGE FACILITIES

Middlebury College was one of the originators of the language lab more than 70 years ago, and today the College is a world leader in developing and using multimedia educational resources. Nearly half of all Middlebury classrooms are technology-rich, equipped with computer, video, and/or laser disk projection facilities. Sunderland Language Center offers three interactive multimedia laboratories, along with about 5,000 total pieces of media: CD-ROMs, laser disks, DVDs, video, and audio tapes.

Students have access to some 200 desktop computers, both Macs and PCs, in public computer labs, all with full Internet access. High-speed Ethernet connections network the College, including all students' dorm rooms. Language instructors can make use of conferencing and other electronic tools to extend learning beyond regular class hours. Middlebury's Web server functions as a campus-wide information system. All students are provided with an electronic mail account. For those who bring their own laptops, Starr Library provides network-access locations.

Starr Library staff have produced quick-reference guides for each language, listing selected dictionaries, encyclopedias, literature, newspapers, journals, browsing books, on-line information, and print indexes in the various languages. The guides are available in take-away, printed form and on the World Wide Web. The library's extensive Web site provides access to many more on-line reference sources, including links to newspapers and other sites for current-events and cultural information

CHINESE

Professors: John Berninghausen, Charles A. Dana Professor of Chinese (chair); *C.V. Starr Professor of Linguistics and Languages, and Director, Center for Educational Technology:* Clara Yu (on leave fall); *Senior Lecturer:* Gregory Chiang; *Assistant Professors:* Thomas Moran, Carrie Reed (on leave 2000-2001); *Visiting Assistant Professor:* Weihe Xu; *Visiting Lecturer:* Huimin Niu

The Department of Chinese offers language courses in standard Mandarin and courses in English on Chinese literature, culture, and film. The departmental curriculum is designed to prepare our students for studying, traveling, or eventually living and working in a Chinese-language environment. Many Middlebury students learning Chinese choose to spend one semester or all of the junior year studying advanced Chinese in China. Our language course sequence each year covers first-year through fifth-year levels of spoken/written Mandarin. Classical Chinese is offered annually as a two-semester advanced course taught entirely in Chinese. All of our courses seek to familiarize the student with China's very long history and cultural traditions.

Mandarin Chinese (*putonghua or guoyu*) is the official national language both in mainland China and in Taiwan. As the native tongue of more than 1.2 billion people, Chinese is the primary language for approximately one-fifth of the human race. Spoken and written Chinese is also widely used throughout Southeast Asia and in other parts of the world, where it has emerged as an increasingly important medium of cultural, educational, and commercial interaction.

Anyone interested in studying Chinese language at Middlebury is encouraged to begin as early as possible. A majority of our beginning students have ***not*** previously studied Chinese, and our elementary course is designed to meet the needs of students with no prior background. We also welcome and do our best to accommodate the needs of students who have previously studied Mandarin or who have grown up in a Chinese language/cultural home environment. All such students are urged to consult with the departmental faculty prior to registration.

In general, it is advantageous to begin Chinese as early as possible, i.e., in a student's first fall semester on campus. Beginning Chinese (CS 101, CS 102, CS 103), is offered each year starting in the fall term. February first-year students are encouraged to start CS 101 in their second semester on campus, i.e., in the fall term, and then immediately follow CS 102 and CS 103 by taking CS 201-202 in the Summer School.

Courses Taught in English: Our courses in English that introduce Chinese literature, culture, and cinema do not require any background in Chinese language (300-level courses usually do have other prerequisites).

Middlebury's Chinese School Each Summer: Intensive language courses are available each summer at Middlebury's renowned Chinese School. Accelerated progress equivalent to a regular two-semester course taken during the academic year may be achieved by enrolling in this nine-week session, during which students and faculty live in the same Chinese language dormitory, take meals together, and communicate exclusively in Mandarin, both in and outside the classroom. For all students studying Chinese, a summer of concentrated study at the second-, third- or fourth-year level in the Chinese School is strongly recommended, especially prior to study abroad in China.

Study in China/Taiwan: Most of our students choose to spend at least one semester studying advanced Chinese language and culture courses abroad in China or Taiwan during their junior year. Eligibility for junior semester or year study abroad in a Chinese language locale [China or Taiwan] requires completion of four semesters of Chinese language training or the equivalent, i.e., through the end of CS 202, with an average grade of B or better. Completion of at least CS 301 before study abroad is desirable, even more crucial is successful completion of one summer of immersion training in the Middlebury nine week intensive summer Chinese School before heading overseas. Prior approval must be granted by the Chinese department and the Office of Off-Campus Study for study at any non-Middlebury Chinese language training program overseas, with credit to be determined by the Chinese department. Unless informed otherwise by the Chinese department, students returning from overseas study in Chinese language should expect to take exams in written and spoken Chinese in order to determine the number of credits to be granted.

The dominant pattern is for our students to complete CS 301 or CS 400 prior to studying abroad and to head out for China or Taiwan in the winter and spring terms of the junior year. A smaller number of our juniors choose to study Chinese overseas in the fall and to return to Middlebury for the January term or perhaps in the spring term. Another option is to study in China/Taiwan in the fall semester and take a leave of absence during the spring term in order to extend their stay in East Asia to nine months. (Students who opt to study abroad in the fall cannot count on returning to Middlebury for the winter and/or spring term unless they have cleared this in advance with the Off-Campus Study Office and with Residential Life; likewise the absence of a Chinese language course appropriate to their level for juniors returning from the fall semester in China for a spring term at Middlebury can be and often is a problem; prior consultation with the department chair *in advance* of their departure for China or Taiwan is strongly encouraged.)

The Major in Chinese Language, Literature, and Culture: Satisfactory completion of CS 101, CS 102, CS 103, and one Chinese literature course qualifies a student for admission to the full major or joint major in Chinese. Students majoring in Chinese are expected to have completed at least two Chinese literature courses and CS 360 prior to the fall and winter term of the senior year during which they write the senior thesis. Courses directly related to China offered outside the Chinese department, e.g., courses in Chinese history (especially HI 231 Imperial China), history of art, film, religion, literature (especially LI 101), geography, anthropology, political science, economics, etc. may be recommended by the student's adviser. (The Chinese major, full or joint, is not intended for native speakers/readers of Chinese.)

Full Major In Chinese: Courses required for the full major in Chinese are:

I) Chinese Language Courses and/or Courses Taught in Chinese:

a-1) CS 101, CS 102, CS 103 (or equivalent)

a-2) CS 201, CS 201 (or equivalent)

a-3) CS 301, CS 302 (or equivalent)

b) One 300 or 400 level Chinese literature course taught in Chinese, normally a specific literature course taken (with prior departmental approval) during study abroad in the junior year

c) *Wenyan* [Classical Chinese], two semesters, CS 411, 412

d) One senior seminar, either CS 425 or CS 475

II) Courses Taught in English (four courses):

a) At least one course on pre-modern Chinese literature and culture chosen from among CS 130, CS 216

b) one course on modern Chinese literature and culture chosen from among CS 220, CS 230, CS 250

d) one 300 level Chinese lit-in-trans. seminar, either CS 325 or CS 340

e) the junior-senior seminar on literary theory and criticism, CS/LI 360

III) Senior Work

Senior Honors Thesis CS 700 Fall and Winter (2 credits) ***or***

Senior Project (Essay or Translation) CS 500 Fall or Winter (1 credit)

JOINT MAJOR IN CHINESE: Courses required for the joint major in Chinese are:

I) Chinese Language Courses and/or Courses Taught in Chinese:

a-1) CS 101, CS 102, CS 103 (or equivalent)

a-2) CS 201, CS 201 (or equivalent)

a-3) CS 301, CS 302 (or equivalent)

b) one 300 or 400 level Chinese literature course taught in Chinese, normally a specific literature course taken (with prior departmental approval) during study abroad in the junior year

c) two courses at the 400 level, either CS 411-412 or CS 425-475

II) Courses Taught in English (three courses):

a) At least two courses on Chinese literature/film/culture selected from CS 130, CS 216, CS 220, CS 230, CS 250

b) one 300 level Chinese lit-in-translation seminar, either CS 325 or CS 340

Senior Independent Work: All students taking a ***full major*** in Chinese are required to do senior independent work: (a) an honors senior thesis (CS 700) in the fall and winter term or (b) a one-term (fall or winter) senior essay (CS 500) or (c) a one-term (fall or winter) senior translation project (CS 500). ***Joint majors*** in Chinese, while not required by this department to do senior independent work, are encouraged to do a senior project, essay, or thesis, combining their training in the two fields of study from their joint major wherever feasible. Any independent senior work, whether a thesis, an essay, or a translation project, must include a major focus on reading and working with primary sources in Chinese.

The Senior Honors Thesis: Students who wish to pursue honors (see "Departmental Honors" below) must write an analytic senior thesis based on literary/cultural materials (primary sources) in Chinese. Students majoring in Chinese (double or joint) who have already completed CS 302 or higher level Chinese language study, who have already completed at least two Chinese literature/film or culture courses including either CS 325 or CS 340, and who have an average of B+ or better in all their Chinese courses are encouraged to apply in writing to the department chair no later than the end of the first week of the fall term of their final year for permission to write an analytic senior thesis during the fall and winter terms. By September 25th, these students need to choose a primary faculty thesis adviser from within the Chinese Department by October 10th, these students need to submit a written proposal to the adviser specifying those Chinese literary texts or films or other materials they intend to research along with a bibliography of relevant secondary sources in English and in Chinese and a statement of purpose listing at least three separate central questions they hope to explore in their thesis.

At least one copy of the thesis or project is to be turned into the primary thesis or project adviser no later than noon on the final day of classes. For each senior thesis submitted on time, a one-hour oral thesis defense will be scheduled sometime during the first half of the spring term. At least two members of the department (i.e., the primary adviser and the secondary adviser/reader) shall be present and participating. (When appropriate, a colleague from another department may be invited to serve as a third reader and/or to attend the thesis defense.)

Minor in Chinese: Satisfactory completion of CS 302 or equivalent plus three courses in Chinese literature/film/culture at least two of which are chosen from among CS 130, CS 216, CS 220, CS/TH 250, CS 325, CS 330, CS 340 or CS 475 and one of which may be taken during study abroad (subject to prior approval by the department chair.)

Departmental Honors: Eligibility for departmental honors in Chinese requires a grade point average of B+ (3.35) or higher in all courses taken within the Chinese department's major (including courses taken in the Chinese School's summer intensive program), as well as completion of an analytic senior honors thesis handed in on time and graded B+ or better. (In rare cases the department may decide to award departmental honors for successful completion of an exceptionally impressive senior essay or translation project submitted on time providing the student also is carrying an overall average of B+ or higher in Chinese courses.) High honors will be granted for an overall grade point average in all Chinese language and literature courses of 3.5 or higher in combination with a senior thesis of A- or better. Highest honors are reserved for students who earn a grade of A or better on the senior thesis and who are carrying an overall average of 3.75 or higher in their departmental course work. (A senior thesis turned in the first day of spring semester will be accepted, but a late thesis will not qualify for departmental honors or for an oral defense.)

CS 101 Beginning Chinese (Fall)

An introduction to Mandarin (the official modern language of China, also known as *guoyu* or *putonghua*). The course begins with simple words and phrases, the pronunciation and cadences of Mandarin, romanization, Chinese characters, and simple vocabulary items, all taught in the context of practical communication. Sentence patterns and other fundamentals of speaking, reading, and writing will be taught, including both the traditional characters and the simplified characters used in mainland China. Written exercises, drill sessions, quizzes, and tape recordings will accompany each lesson. Students should have achieved active command of more than 600 Chinese characters and more than 800 compounds by the end of the sequence CS 101, CS 102, CS 103. **LNG** (Mr. Berninghausen, Ms. Niu)

CS 102 Beginning Chinese (Winter)

A more intensive continuation of CS 101. (CS 101 or equivalent) **LNG** (Mr. Berninghausen, Ms. Niu)

CHINESE

CS 103 Beginning Chinese (Spring)

A continuation of the fall and winter terms with accelerated introduction of vocabulary, grammar, and sentence patterns designed to facilitate speaking and reading. Toward the end of this semester students will read *Huar shang de mei ren* (*Lady in the Painting*), a short book written entirely in Chinese. (CS 102 or equivalent) **LNG** (Mr. Moran, Ms. Niu)

CS 130 The Chinese Literary Tradition (in translation) (Spring)

An introduction to the works of history, philosophy, poetry and fiction that formed the basis of traditional Chinese culture. Our reading will take us from the 12th century B.C.E. to the 14th century C.E. and will include selections from the Book of Odes, Songs of the South, Daoist literature, Records of the Grand Historian, Tang Dynasty poetry by Li Bai and Du Fu, and fiction from the Song and Ming dynasties. These texts disseminated ideas that helped shape the traditional Chinese understanding of the world and provided models of what was perceived to be powerful, beautiful language. (No background in Chinese culture or language needed.) **LIT OTH** (Mr. Xu)

CS 201 Intermediate Chinese (Fall)

This course is designed to enable the student to converse in everyday Chinese and to read simple texts in Chinese (both standard and simplified characters). Discussion of assigned readings will be conducted primarily in Chinese. Familiarity with the vocabulary and grammar introduced in CS 101, CS 102, and CS 103 is assumed. Grammatical explanations, written exercises, dictation quizzes, sentence patterns, oral drill, and tapes will accompany assignments. Computer laboratory work may be required. By the completion of CS 202, which follows CS 201 directly, students should be able to read and write approximately 1,200 characters. (CS 103 or equivalent) **LNG** (Mr. Moran, Ms. Niu)

CS 202 Intermediate Chinese (Spring)

A continuation of the first term's work, with the class conducted primarily in Chinese. (CS 201) **LNG** (Ms. Niu)

CS 216 Traditional Chinese Fiction in Translation (Fall)

Early accounts of the mysterious and traditional Chinese detective stories will be taken up followed by extensive readings from some of the best known Chinese novels, such as the comedic Buddhist/Taoist allegory *Journey to the West*, *The Dream of the Red Chamber* (also known as *The Story of the Stone*) and the erotic *Plum in the Golden Vase*. This course will also explore the complex relationships between works of fiction and other genres in China, the linkages between oral and written literature, and various narrative structures, modes of characterization, and style typical of Chinese fiction. **LIT OTH** (Mr. Xu)

[CS 220 Modern Chinese Literature, Art, and Politics: The Search for a New Identity]

CS/TH 250 Contemporary Chinese Cinema (Spring)

Chinese cinema has emerged as a medium of great social significance and undeniable artistic vitality. This course begins with a look at the history of film in China since the 1930s and then moves to an in-depth study of China's fifth and sixth generation film makers of the 1980s and 1990s, Taiwan's "new wave," and popular cinema from Hong Kong. We will examine features unique to the films produced in different Chinese film industries as well as the aesthetic and ideological continuities that cut across political boundaries to create a "cultural China." The course focuses on the screening and discussion of films such as Wu Yonggang's *The Goddess* (1934), Zhang Yimou's *To Live*, Hou Hsiao-hsien's *City of Sadness*, Edward Yang's *A Brighter Summer Day*, and Wong Kar-wai's *Fallen Angels*. (No prerequisites; some familiarity with modern Chinese studies or film studies useful) **ART OTH** (Mr. Moran)

CS 301 Advanced Chinese (Modern Chinese) (Fall)

This course aims at further development of overall language proficiency through extensive reading of selected texts representing a wide variety of styles and genres. Classes will be conducted entirely in Chinese except for the occasional recourse to English by the instructor to provide a quick solution to problems of definition. The main text will be *Shiyong Gaoji Hanyu* with supplementary readings from newspapers, magazines, and other documents. (CS 202 or equivalent) (Mr. Xu, staff)

CS 302 Advanced Chinese (Modern Chinese) (Spring)

A continuation of the first term's work with greater emphasis placed upon reading works of a literary nature. (If due to study abroad patterns only two or three students enroll, this may be offered on a tutorial basis.) (CS 301 or equivalent) (staff)

[CS 325 Traditional Chinese Poetry (in translation)]

CS 340 Seminar in Modern Chinese Literature and Society (in translation) (Fall)

Intended primarily for CS and IS students majoring or minoring in Chinese literature and culture, this course emphasizes skills useful for research and analysis of modern Chinese literature and culture. The topic in Fall 2000 is post-Mao China; we will take an in-depth look at developments in Chinese literature during two decades of tumultuous change. We will read "scar" literature of the late 1970s, "roots" literature of the mid-1980s, reportage that sparked controversy during the Democracy Movement of 1989, and examples of experimental and popular fiction from the 1990s. We will consider the ways in which important events in China since 1976 (the Cultural Revolution, for example) have been remembered, imagined, and given meaning, and we will look at the ways in which important questions (about national identity, for example) have been raised and contested in literature. Our reading will include novels such as Mo Yan's *Red Sorghum* and Wang Shuo's *Playing for Thrills* as well as secondary work such as Geremie Barmé's *In the Red* and Ben Xu's *Disenchanted Democracy*. (Prerequisites: 1) CS 103 or a higher level Chinese language course, and 2) either HI 112 or CS 220 or HI 232 or by waiver) **OTH** (Mr. Moran)

CS/LS 360 Introduction to Literary Theory and Criticism (Spring)

An overview of various literary theories and critical approaches to the reception and analysis of literary texts, this discussion-based junior/senior seminar will introduce concerns central to Western literary theories while familiarizing students with contemporary critical terminology. From Aristotle's *Poetics* and Lu Ji's *Wenfu* to post-modernism, from issues of "literariness," authorial intention, hermeneutics, and narratology, this seminar will provide an overview of premises and practices drawn from Russian formalism, new criticism and structuralism as well as Freudian, Marxist, feminist, and postmodernist theories. Works by Coleridge, Lu Xun, Natsume Soseki, Dickens, Kafka, Borges, etc. will be studied from a variety of critical perspectives. (Prior completion of four semesters of college study and of at least three college-level literature courses strongly recommended (including LI 101 or EL 203), priority enrollment given to seniors and juniors majoring in CS and LS, or obtain instructor's approval in advance.) (Mr. Berninghausen)

CS 400 Advanced Readings, Conversation, and Writing (Modern Chinese) (Fall)

This course is designed to improve further language competency in highly pragmatic Chinese, spoken and written. Readings and discussion of a wide variety of contemporary materials with the emphasis placed upon business and journalistic Chinese. (CS 302 or equivalent) (Mr. Chiang or Mr. Berninghausen)

CS 411 Classical Chinese I: Introduction to Wenyan (in Chinese) (Fall)

A new approach to the traditional written language of China emphasizing grammatical differences from modern Chinese vocabulary and style. Transformational drills, sentence construction, reading, translation into modern Chinese, and compositions that highlight the interaction between *wenyan* and *baihua* will be included. All lessons will be accompanied by language laboratory tapes. For most Chinese majors, and for many advanced Chinese language students, this two-semester sequence of Classical Chinese will be an important advanced language learning experience in the senior year. (CS 302 or equivalent) (Mr. Chiang)

CS 412 Classical Chinese II: Introduction to Wenyan (in Chinese) (Spring)

A continuation of CS 411. In the second semester this course will lead the student from work in prepared materials to reading a variety of ancient Chinese texts, as well as a few examples of wenyan and semi-wenyan writings. (CS 411) (Mr. Chiang)

CS 425 Senior Seminar on Contemporary Chinese Culture and Language (in Chinese) (Fall)

A survey of materials written in modern Chinese chosen from Chinese scholarly journals and newspapers focused on the cultural, political, economic, and social issues of contemporary China. This seminar will explore the period since the founding of the People's Republic of China (1949), and will engage certain crucial issues associated with "modernization" in the mainland. Emphasis will be given to developing further the student's ability to listen to and to discussing complex issues in Mandarin while also advancing proficiency in reading and writing. Oral reports and written compositions will be integral to the course's requirements. (CS 400 or equivalent) (Mr. Xu)

CS/IS 434 Revolution and the Arts (in English) (Spring)

See International Studies for description. This course is equivalent to IS 434 and HA 434. Register for this course under IS 434. (Mr. Berninghausen, Ms. Atherton)

CS 475 Senior Seminar on Chinese Fiction (in Chinese) (Spring)

A capstone literature course for all Chinese majors and for others who have attained a high level of Chinese language proficiency. Students will read a wide selection of representative works of major modern writers of China, Taiwan, and overseas Chinese communities. (Readings, discussion, and critical writing in Chinese) (Mr. Xu)

CS 500 Senior Essay or Translation Project (Fall, Winter)

(staff)

CS 700 Senior Thesis (Fall, Winter)

(staff)

See also international studies major, East Asian studies track with Chinese language specialization.

FRENCH

Professors: Edward Knox, Bethany Ladimer, Nancy O'Connor, Carol Rifelj (at Middlebury in Paris); *Associate Professors:* Charles Nunley, Paula Schwartz (chair); *Assistant Professors:* Armelle Crouzières (on leave this academic year), Brigitte Humbert (on leave this academic year); *Visiting Assistant Professors:* Mireille Barbaud-McWilliams, Richard Meadows; *Visiting Lecturers:* Michel Gabrielli, Huguette Knox.

We seek to develop in all our students an active command of the French language, which gives them access to French and Francophone cultures and thought. In turn, these cultures offer new perspectives on their own. Students may go on to study in France or other Francophone countries and may choose to major in French or in European studies with a French emphasis. Through our program, French majors and minors gain familiarity with French literature, history, and culture. Most incoming first-year students who have studied

French previously are placed in FR 203 or FR 205, according to their background and ability in French. Beyond FR 205, courses in civilization, literature, and further language study are available at the 200 level and advanced levels (300 and above).

Major Programs:

Required for the Major in French: Total of no fewer than 10 courses, no more than 16.

I. Two introductions to French literature: FR 210, FR 220, FR 221, or specified courses in Paris; or FR 434 in the Middlebury summer French School when offered

II. One course in contemporary French or Francophone civilization: FR 230, courses on contemporary France or French civilization in Paris, or equivalent in summer when offered

III. One course in French history: In Paris, FR 330, FR 333 (Histoire de la France), FR 350 (Architecture et urbanisme), or other equivalent

IV. Three advanced courses in literature or civilization, of which two must be in literature

V. One unit of senior work: senior seminar (literature or civilization) or senior project (FR 500, FR 700)

Other courses counting for the major include: (1) At the Vermont campus: FR 205, FR 255, FR 306, among others; certain advanced courses offered during the winter term (with permission of the chair); certain summer 300- and 400-level courses. (2) In Paris: language and linguistics courses; comparative literature (with a major French component); French theatre, cinema, television, or politics.

Students with a College Board AP score of 4 will receive one unit of credit toward graduation if the first course successfully completed at Middlebury is FR 210 or above; students with an AP score of 5 will receive one initial unit of credit toward graduation, and a second unit if the first course successfully completed at Middlebury is FR 221 or above. AP credits may not be counted toward the major.

We expect majors to spend their junior year at the Middlebury College School in France. The year program carries nine units of credit; the semester program carries five units of credit. In order to ensure that students are exposed to a variety of disciplines, no more than five units (full-year program) or three units (semester program) may be counted toward a Middlebury French major. The preliminary session in Paris does not count toward the major but is figured into the G.P.A. as two half units. Most courses in France will be at the 300 or 400 level.

During the senior year, majors must take at least two advanced courses in French at Middlebury, including one senior seminar or unit of independent work.

Required for a Joint Major: A minimum of seven courses, including two from category I above, one from categories II or III above, two advanced courses in literature, and senior work to be determined individually. At least one advanced course in French must be taken during the senior year in addition to senior work, to be defined. The joint major may include courses taken at the School in France (maximum of three from the semester, five from the full-year program, may count towards French).

Required for a Minor in French: Minimum of five courses, FR 205 and above, including at least two introductory courses (FR 210, FR 220, FR 221, FR 230) and at least one course in literature or civilization at the 300 level or above. The minor may include French courses taken at the School in France (maximum of two from the semester program, three from the full-year program).

Senior Independent Work: Upon completing at least two 300-level courses in the department, majors who are well prepared and who have an average in French of B+ or better may receive permission to do independent work during their senior year. They may consider various formats: an essay or project (FR 500, one semester) or a thesis (FR 700, semester and winter term). Independent work may also be undertaken in the context of a course or be linked to a teaching internship.

To undertake an FR 500 or FR 700 project, students should consult the departmental guidelines and present their proposals well in advance of registration for the semester when the work is to be done.

Honors: The department will award honors, high honors, or highest honors on the basis of a student's work in the department and performance in senior independent work approved in advance by the department.

International Studies Major with French: Along with other required courses and senior work as described in the international studies major section, completion of the French language component requires: (1) proficiency in French (a minimum of one of FR 210, FR 220, 221, 230, or work in the French summer school; (2) at least one semester, and preferably a year, at the Middlebury College School in France; and (3) one or more courses at the 300 or 700 level, or senior independent work, upon return from Paris.

European Studies Track, International Studies Major: French courses fulfilling components of this track are: (1) Language proficiency (see above); (2) regional specialization: choose from FR 230, 341, 385, 704 or others (Vermont campus); 330, 333, 349 or others (Middlebury in Paris); (3) disciplinary specialization: FR 210, 220, 221, 230, courses at 300 level at Middlebury and in Paris, and courses at 700 level; (4) study abroad, at least one semester, at the Middlebury College School in France; (5) one or more courses at the 300 or 700 level, or senior independent work, upon return from Paris.

The School in France: Middlebury offers both year and semester programs in Paris. Qualified students from any academic department may apply. Spaces in the semester program are limited; only students with valid academic reasons for not spending the full year in France may be considered for the semester program. Students interested in studying abroad who are double or joint majors, international majors, international studies program majors, or who plan on participating in the teacher education program should consult the appropriate advisers as early as possible to avoid any conflicts in requirements. Students may count three courses from the semester program, five from the full-year program towards a major in French, two courses from the semester program and three from the full-year program toward a minor in French.

They should, in any event, contact the Chair of the French Department before registering for their sophomore year.

Students planning to participate in the program in Paris must have completed two full years of college credit by the time they undertake their study abroad; they must have successfully completed at least one course beyond FR 205 by the time they arrive in Paris; and they must have an overall average of at least B- and an average in their major and in French of at least B. We expect all applicants to demonstrate their commitment to French and maintain their fluency by continuous study of French from the time of their enrollment at Middlebury, and to maintain their academic level if they are accepted. They must take a French course in the semester before study abroad. Students applying for one semester only are required to take FR 230 before study abroad. Please note that courses at the Institut d'Etudes Politiques are available only to full-year and fall semester students. Applications for admission to the School in France, whether for the full year or one semester, should be submitted by January 31, if possible, directly to the Office of Off-Campus Study (Sunderland 129).

The following are just a few of the courses available to students through the Middlebury program in Paris over the last few years:

Universite de Paris III-Sorbonne Nouvelle *(mostly semester courses)*

Introduction à l'analyse linguistique
Introduction à la poétique des textes
Le rire au Moyen Age: les fabliaux
XVIIe siècle: Le portrait du Roi
XIXe siècle: Le mythe de Napoléon
Poésie et réalité au XXe siècle
Littérature et musique
Le roman africain et la narrativité
Littérature francophone dans le monde arabe
Histoire du théâtre
Littérature, théâtre et cinéma
Initiation à l'analyse de films
Problématique de l'intégration économique européenne
Mémoire de France, mémoire d'Europe
La construction culturelle des identité nationales
La France dans l'Europe et dans le monde
Traduction (thème et version)

Institut d'Etudes Politiques de Paris *(available to fall semester and full-year students only)*

France (1880-1990): Histoire d'une nation politique (fall)
Théorie des relations internationales (fall)
La Vie politique française sous la Ve République (fall)
Les Espaces de l'Europe: orientation géographique (fall)
L'Union Européenne: enjeux et perspectives (spring)
Les Grands Problèmes économiques contemporains (spring)

Faculté Libre de Droit, d'Économie et de Gestion *(semester or year courses)*

Théorie et pratique de l'économie internationale (year)
Relations économiques internationales (fall)

Faculté d'Etudes Économiques et Sociales *(semester course)*

Introduction à l'Islam et aux problèmes du Moyen-Orient (spring)

Middlebury in Paris - Reid Hall *(semester courses)*

Langue et société
Pratique des discours écrits
Architecture et urbanisme de Paris
Histoire de France: de l'Absolutisme à la Révolution et à l'Empire
Histoire de France: 19e et 20e siècles La France et l'Europe
Les Relations Franco-Africaines
La France et l'Europe
Renaissance, Baroque, Classicisme: l'art en France 1515-1715

Students majoring or minoring in studio art, music, or other fields not covered above should speak to someone in the Office of Off-Campus Study before applying, and will need prior approval of any such courses from their academic advisor or department chair

COURSES IN ENGLISH

The courses listed below are offered in English; they may not be counted toward a major in French.

[FR 120 Women Writers in France]

[FR/IS 449 Imperialism and Culture]

[TH 241 French Cinema (in English)]

[FR/WG 225 Women and Fascism]

COURSES IN FRENCH

FR 101 Intensive Beginning French (Winter)
An introduction to listening, speaking, reading, and writing in French, providing the syntactic and semantic foundation of the French language in a concentrated program of grammar presentation, drills, laboratory work, and discussion. Primary emphasis will be placed on the student's active use of the language. This course is for students who have not previously studied French. It does not fulfill the foreign language distribution requirement. Students are expected to continue with FR 102 after successfully completing FR 101. (Mr. Meadows, Mr. Nunley)

FR 102 Beginning French (Spring)
Continuation of FR 101, dealing with more complex French. Oral skills are stressed. This course does not fulfill the foreign language distribution requirement. (FR 101) (Mr. Meadows)

FR 203 Intensive Intermediate French (Fall, Spring)

An active and intensive review of French grammar for students having had good beginning-level training in French. We will work not only to perfect mastery of the structures of the language with practice of writing and reading, but also to develop oral comprehension and production skills. The course meets five times a week. (FR 102 or placement) **LNG** (Ms. O'Connor, Mr. Nunley)

Prerequisites to the Major

FR 205 Toward Liberated Expression (Fall, Spring)

A course designed to increase and perfect the ability to express oneself in spoken and written French. Emphasis on precision, variety, and vocabulary acquisition. Sections limited to 15 students. (FR 203 or placement) This requirement for the major and the minor may be satisfied by placement at a higher level. **LNG** (Ms. Knox, Ms. Ladimer)

FR 210 Identity in French Literature (Fall, Spring)

Exploration of differing views of the self, society, and the world in major works of French poetry, drama, and prose. This course is designed to develop students' ability to read and criticize literature in French, as a transition from FR 205 to more advanced literature courses. **LIT LNG EUR** (FR 205 or by placement) (Ms. Barbaud-McWilliams, Mr. Knox)

[FR 220 Introduction to the Study of French Literature I: Between Self and Society]

FR 221 Romanticism-Modernism (Fall, Spring) (CW 6)

The 19th and 20th centuries were marked by social and political revolutions and by literary and artistic movements that changed our attitudes to art and to ourselves, including romanticism, realism, symbolism, surrealism, and existentialism. We will study literary texts, artistic and philosophical movements, and the social circumstances that conditioned them. Close readings of the texts (including prose, drama, and poetry) will develop critical vocabulary and writing skills. Authors may include Hugo, Balzac, Flaubert, Baudelaire, Gide, Camus, Sartre, and Francophone writers. We encourage students to take FR 210 before this course, but they are not required to do so. (FR 205 or placement; third- and fourth-year students by waiver only) **LNG LIT EUR** (Mr. Meadows, Ms. Barbaud-McWilliams)

FR 230 Introduction to Contemporary France (Fall, Spring)

An introduction to several major sectors and themes: the family, the school system, social structures, the economy, the political structures and parties. Emphasis on the vocabulary of these sectors, language appropriate to situating them in context, and the ability to analyze documents involving such themes. (FR 205; students may not take this course in their first semester at Middlebury; third- and fourth-year students by waiver only.) This requirement may also be met by certain courses in Paris, or by an equivalent in the summer French School. **SOC LNG EUR** (Ms. Schwartz, Ms. Knox)

Language, Literature, and Civilization

FR 255 Improving Writing in French (CW) (Spring)

This course will be devoted to developing the student's ability to write clear, nuanced, and well-articulated French in a variety of modes and formats. Recommended for students who wish more language practice or whose instructors recommend such work before courses at the 300 level. This course satisfies the College writing requirement. (At least one course from among FR 210, 220, 221, or 230) **LNG** (Ms. Barbaud-McWilliams)

FR 306 Study and Production of a Play (Fall)

French through theatre: this course is a semester-long workshop that will culminate in the production of the play by Alfred de Musset, *On ne badine pas avec l'amour*, a 19th-century masterpiece of enduring contemporary significance dealing with love and loss. Students will participate in all aspects of the production process, from costuming and music to prompting and publicity. Two performances will be held in early December. All activity will be conducted in French. In addition to regularly-scheduled classes, this course will involve additional time each week in rehearsal. (FR 220 or 221) (Mr. Gabrielli)

[FR 341 French Cinema]
ART EUR

FR 345 The Reciprocal Gaze: French and American Perspectives of Each Other (Spring)

For centuries the French and the Americans have gazed at each other—with curiosity, fondness, or mutual antagonism—across the oceanic reflecting mirror. Here we will examine archetypes, stereotypes, and other by-products of their respective collective and creative imaginations. Do the French love to hate Americans? Do Americans persist in revering the French? How do representations of the other reflect crises of national and personal identity? We will explore Franco-Amercian encounters and *rendez-vous manqués* in historical writings, essays, autobiography, and film. Readings will include works by De Beauvoir, Baudrillard, Labro, and others. This course counts towards the French major as an advanced course in civilization. (FR 220, 221 or 230) **SOC** (Ms. Schwartz)

[FR 348 May 68: Politics, Culture, Memory]

[FR 361 French Classical Theatre]

[FR 362 Novels in Letters]

[FR 363 Classicism and Baroque]

[FR 365 Literature and Society in the Ancien Régime]

FR 373 Prose and Cons: Literature and Criminality (Fall)
This course will investigate the relationship between literary innovation and criminal transgression. Does the author see himself or herself as a criminal (or judge)? Does s/he use the criminal's marginalized point of view to critique society? How does literary "authority" both resemble and differ from legal authority? How do different criminal activities-theft, murder, counterfeiting, etc.-relate to literary activities? Are criminals of different genders and sexualities portrayed differently? Works may include readings from Hugo, Balzac, Baudelaire, Barbey d'Aurevilly, Gide, Cixous, Wittig, and Djebar as well as films by two cinematic *auteurs*: Godard and Varda. (FR220 or FR221) (Mr. Meadows)

[FR 375 The Individual in Society in the Nineteenth-Century Novel]

FR 376 "Dreamers, Revolutionaries, Misfits": Poets of Nineteenth-Century France (Spring)
Poetry as a genre virtually exploded into prominence in 19th-century France. We will examine the ways in which poets viewed the relationship between themselves, their work, and their social environment. From the love-torn musings of Alfred de Musset, to the role of artistic and political revolution in Hugo, to the perversely seductive world of Baudelaire and beyond, this course will seek to develop our knowledge of the period and the works of some of its most provocative poetic geniuses. (Mr. Nunley)

[FR 377 Short Stories and Novellas in the Nineteenth Century: "Madness and Reason"]

FR 379 Poetry and Painting in France: 1850-1950 (Fall)
In this course we will study the relationship between poetry and painting from about 1850 to 1950. Romanticism brings the arts together in redefining the role of the artist and of the creative process. We will examine poets who paint (Hugo, Gautier) and see how their art influences their poetry, before focusing on Baudelaire (his fascination with Delacroix, the visual aspect of his poetry, Manet's resemblance to him). Surrealism will introduce us to poets and painters working together toward a complementary creative expression (for example, Eluard and Man Ray) in which the metaphor is experienced similarly in poetry and in painting. (FR 220 or 221) **ART** (Ms. Barbaud-McWilliams)

[FR 380 The Twentieth-Century Novel from Proust to Duras]

[FR 381 From Novel to Film]

[FR 382 Living Literature, Writing Life: Autobiography in the Twentieth Century]

FR 384 History in the Literature of Twentieth-Century France (Fall)
We will define and discuss the articulation of key French texts and literary movements with the major historical events and climate of 20th-century France. What reading strategies can enable us to understand how a literary work mirrors social relations, conflicts, and attitudes? Is there a "politics of literary style,' as the critic Bakhtin asserts? How have World War I, the 1920's and 1930's, World War II, the postwar period, the Algerian Crisis, May 1968, and contemporary social issues all been reflected (and sometimes refracted) in fiction? Readings will include seven works of fiction by Gide (*L'Immoraliste*), Colette (*La Fin de Chéri*), Malraux (*La Condition humaine*), Sartre (*La Nausée*), Camus (*La Chute*), Duras (*La Douleur*), and Ernaux (*Journal du dehors*), as well as selected articles and films. (FR 220 or FR 221) (Ms. Ladimer)

[FR 385: Writing "France": Questions of Identity in Popular French Fiction]

[FR 387 French Twentieth-Century Theatre Revisited]

[FR 392 Denunciation and Literature: The Awakening of the Maghreb]

[FR 395 Women's Voices from the Francophone World]

[FR 396 (Re)Constructing Identities: Francophone Colonial and Postcolonial Fiction]

FR 500 Independent Project (Fall, Spring)
Qualified students may be permitted to undertake a special project in reading and research under the direction of a member of the department. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 500 projects or essays proposed by senior majors for departmental honors. (Approval required by the department as a whole. See requirements above.) (staff)

FR 700 Senior Research (Fall, Winter, Spring)
For senior majors who are candidates for departmental honors. Students should seek an adviser and submit a proposal to the department well in advance of registration for the term in which the work is to be undertaken. FR 700 essays and projects. (Approval required by the department as a whole. See requirements above.) (staff)

FR 704 Food and Culture (Fall)
What's in a meal? Historians and anthropologists have long shown food and eating practices to be a function of culture. In France in particular, food and cuisine are fundamental elements of national heritage and cultural identity. What does the organization of the eating ritual say about the French? What do food and eating have to do with class and gender, time and space? How are eating and drinking unique forms of political expression? Works from a range

of interdisciplinary perspectives will inform our study of French society through its singular approach to the culture of the table. Readings by Brillat-Savarin, Barthes, Zola, and others. (Senior majors or by waiver) (Ms. Schwartz)

FR 705 Exiles and Expatriates in French Literature (Spring)
To know and embrace a given culture from within, be it that of a nation, of a social class, of an ethnic group, or of a gender, is often to ignore or forget its distinctive features; indeed if we feel or are in fact outsiders we use the awareness of our *singularity* in order little by little to dispel it, or conversely to reaffirm that singularity on our own terms. We will examine some examples in French literature of characters who recognize their difference and consciously choose to abolish it, as well as of those who just as consciously refuse to be assimilated and choose to remain *other.* Readings may include: Montesquieu, *Les Lettres persanes*; Voltaire, *L'Ingénue*; Marivaux, *Le Paysan parvenu*; Mme de Graffigny, *Lettres d'une péruvienne*; Mme de Duras, *Ourika*; Stendhal, *Le Rouge et le noir*, Camus, *L'Exil et le royaume.* (Senior majors or by waiver) (Ms. O'Connor)

GERMAN

Professors: Michael Geisler, Kamakshi Murti (chair); *Associate Professor:* Roman Graf; *Assistant Professor:* Bettina Matthias; *Visiting Assistant Professor:* Caroline Schaumann; *Lecturer:* Constance Kenna (on leave 2000-2001)

The Department of German provides its students with a thorough training in German language and culture, enabling them to interact freely and easily with German native speakers in all areas of linguistic competency. Students will acquire a fundamental understanding of the social and cultural forces that have shaped German society, as well as the basic skills required for cultural and intercultural analysis.

The integration of the Middlebury program in Germany with the curriculum of the Johannes-Gutenberg Universität in Mainz gives students a unique opportunity to work alongside German students in regular German undergraduate classes. It also significantly broadens choices in pursuing a German major or a double major. Students who choose to attend the Middlebury German School during the summer may use these credits to satisfy part of their major requirements.

The emphasis of the Middlebury German major is on German studies, i.e., the understanding of the major cultural, social, and historical forces that have shaped contemporary German society. Students who wish to specialize in the study of German literature, however, may continue to do so within the framework of the German studies orientation.

Requirements for the Major: Students are normally required to take eight courses above the 200 level, including at least two courses at the 400 or 500 level during their senior year. These must include a senior seminar or project, or honors work. At the beginning of each term a placement test is administered for incoming students to determine which course would be most suitable for their level of competence. The department expects that majors will spend at least one semester of study in a German-speaking country before graduating. Normally, they will spend one or two semesters at Johannes-Gutenberg Universität in Mainz.

Honors: To be a candidate for honors, students must have an average of at least B in German. Honors work is normally done during a student's last year at Middlebury.

Minor in German: The German minor consists of a sequence of five courses, starting at or above the 200 level. At least three of those courses must be at the 300 level. First-year students who place above the 200 level in the placement test must take at least one 400-level course as part of their minor. One course may be satisfied through advanced placement (AP) credit in combination with a departmental placement test. Students who receive AP credit start their minor on the 300 level.

Credit for Advanced Placement is given for scores of 4 or 5, a high score on the departmental placement test, and a placement conference with the student. Students must take at least one advanced course in the department to qualify for AP credit.

MIDDLEBURY IN GERMANY

The Middlebury School in Germany is located in Mainz, state capital of the Rhineland-Palatinate, a city with historical roots reaching back more than 2,000 years to Roman times. Today Mainz serves, among other things, as headquarters of the ZDF, one of Europe's largest television networks. Centrally located, the city provides easy access to Frankfurt/Main, as well as other cultural centers in Germany and neighboring France. The Mainz *Fasenacht*, celebrated each year in mid-February, is famous throughout Germany for its colorful parades.

The Middlebury School in Germany is open to all qualified students, German majors as well as others. Students interested in attending the program in their junior year should consult with the department as early as possible, but *at the latest in the fall of their sophomore year.* Prospective participants in the Mainz program must have completed *at least two courses beyond the 200 level* by the time they go to Germany. They must have an overall average of B or better and at least a B average in German.

Since Middlebury is directly affiliated with Mainz University, a broad range of courses is available to Middlebury students abroad, including offerings in other departments, such as history, political science, or economics. By planning ahead in consultation with their adviser, students may find that they will be able to satisfy a significant part of their German major while studying in Germany, as well as making progress toward a potential second major by taking courses in that area.

Most courses taken at Mainz will count toward the Middlebury German major, provided that they relate to German studies or German literature. However, each course may be counted only once: either toward German or toward another major. Final determination of which courses may be counted toward the German major will be made by the department chair in consultation with the director of studies in Mainz.

The following courses were among those offered by various departments at Mainz during recent years. While the German department cannot guarantee that each of these courses will be available to Middlebury students on a regular basis, they serve as representative examples of the kinds of offerings students may expect:

Lecture Courses

The Constitution of the Federal Republic of Germany: An Introduction
A History of Germanic Linguistics
Goethe
Thomas Mann: His Life and Work
Mozart's Operas
"The Other World": Cinema and the Fantastic
A Cultural History of the Holy Roman Empire

Undergraduate Seminars

The Political System of the Federal Republic of Germany
International Relations
Crime Stories
German-Jewish Authors after 1945
The City
The Thirty Years' War
Economic Reconstruction in West Germany: 1945-1955
Music and Nature
The German *Lied* in the Nineteenth Century

GN 101 Beginning German (Fall)
Geared toward quick and early proficiency in comprehension and free expression. Grammatical structures are practiced through group activities and situational exercises (e.g., role-playing games and partner interviews). Active class participation by students is required and will be counted toward the final grade. Since this is an integrated approach, there will be laboratory assignments but no special drill sections. Classes meet five times a week. Students take GN 102 as their winter term course. **LNG** (Mr. Graf, Ms. Matthias)

GN 103 Beginning German (Spring)
Continuation of GN 101 and 102. Increased emphasis on communicative competence through short oral presentations and the use of authentic German language materials (videos, songs, slides). Introduction to short prose writings and other documents relating to contemporary German culture. Five class meetings per week. (GN 101 plus winter term GN 102 or equivalent) **LNG** (Ms. Matthias, Ms. Murti, Ms. Schaumann)

GN 201 Intermediate German (Fall)
The course meets four hours a week in sections of about 12 students. Using an interactive discussion format, the course combines a comprehensive grammar review with short readings relating to all aspects of German culture and everyday life. Students will also be introduced to the analysis and interpretation of literary, as well as nonliterary, texts. (GN 103 or equivalent) **LNG** (Ms. Murti, Ms. Schaumann)

GN 202 Intermediate German (Spring)
The course format is the same as GN 201. Modern German texts will be read and interpreted, and the students will be introduced to the methods of literary analysis. The course will further increase the students' fluency in spoken German and their facility in reading. **LNG** (Ms. Schaumann)

(Prerequisite for all 300-level courses and higher is GN 202 or the equivalent.)

GN 304 Advanced Writing Workshop (CW) (Fall)
With its emphasis on grammatical structures this course is designed to develop students' writing skills, bridging the 200-level courses and the advanced 300 and 400 levels. From initial sentences and short paragraphs to a final term paper the course tries to assist individual students with their specific problems with German compositions. In addition to frequent written assignments, students also read excerpts from several German papers and magazines in order to familiarize themselves with a variety of narrative styles. **LNG** (Ms. Schaumann)

[GN 308 Coming to Terms with Nazism?]
LIT EUR

GN 310 German in Its Cultural Contexts (Fall)
The course invites students to explore the culture and civilization of the German-speaking world from hindsight. Beginning with the year 2000, we will discuss texts in reverse chronological order, allowing us to start our inquiry within the more accessible world of the present and then proceed to the less familiar past. Such an inversion will utilize our familiarity with events of the recent times to enhance comprehension of what preceded them in history. Thus, the more removed a topic is, the more insight the reader can bring to its investigation. A montage of written and visual materials will expose students to high-brow, mainstream, and marginal cultures alike. **LNG EUR** (Ms. Murti)

[GN 311 German Culture since World War II]

[GN 312 German Mass Media]

[GN 313 How Grim Are the Grimm Brothers? Rereading Fairy Tales]

[GN/TH 314 German Cinema (in English and in German)]

[GN 321 Business German and German Business]

[GN 323 Modern German Novel (in German)]

[GN 325 Representing the Unthinkable: The Holocaust in Art and Literature (In English) LIT EUR

[GN 330 Rethinking Literature]

[GN/LI 333 Dealing with the Devil: The "Faust" Tradition (in English)]

[GN 335 From Whence Does This Sound of Music Come? Austria In and Through the Arts]

GN 336 German Rhythms: Poetry, Ballads, Songs (Spring)

Germany is known as "the country of poets and thinkers", but courses rarely address the literal meaning of this term. This class will explore German poetry from the Middle Ages to contemporary German poetry; the forms and "costumes" that poetry comes in (ballads, songs, aphorisms, commercials etc.); and the topics that make Germans 'muse'. At the same time, this class will introduce students to various ways of reading and interpreting (poetic) texts, to tools and approaches that will help unlock texts that, traditionally, have the reputation of being less easily accessible than prose. **LIT EUR** (Ms. Matthias)

[GN 401 The Age of Classicism]

[GN 403 From Weimar to Hitler]

[GN 406 Romanticism]

[GN 410 German Lyric Poetry]

[GN 412 The Berlin Wall: Then and Now]

[GN 415 Heimat and German Identity]

GN 416 Identity Politics in a Unified Germany (Spring)

The debate over German identity has taken on more conflicted dimensions since the recent unification of the two Germanies. The increasingly multicultural nature of the German society foregrounds questions about the homogeneity of the German identity. This course explores a variety of texts dealing with identity construction in which attempts to create a coherent and cohesive identity use 'others' based on race, religion, sexual orientation, gender, and physical ability. Texts: Volker Braun, *Unvollendete Geschichte*; Gertrud Kolmar, *Eine jüdische Mutter*; Kemal Kurt, *Was ist die Mehrzahl von Heimat?*; Christa Wolf, *Auf dem Weg nach Tabou*; May Ayim, *Grenzenlos und unverschämt*. (Ms. Murti)

[GN 417 "Musically Speaking": Close Encounters of Music and Literature in the Nineteenth Century]

GN 420 "America" in the German Imagination (CW) (Fall)

This course looks at "America" as the great imaginary Other of German culture. Discussions focus on the way America was functionalized as a shifting metaphor by diverse political and cultural factions from Weimar modernism to the racist connotations inscribed by the Nazis, the Americanization of (West) German culture after World War II, and the anti-Americanism of the sixties and seventies. The course traces the impact of the American Dream on the German collective imaginary as documented in literature and drama (Brecht, Johnson), reportage, travelogue, and essay (Kisch, Enzensberger), and, above all, popular literature (Karl May's German "westerns"), film, and media (Wenders, Adlon). (Mr. Geisler)

[GN 421 Modern German Drama]

[GN 425 Making Gender, Making History: Constructing Femininities and Masculinities in Nineteenth-Century Germany]

[GN432 Freud, Jokes, and the German Comedy]

GN/IS 436 Terrorism (in English) (Spring)

See International Studies for description. This course is equivalent to IS 436 and SA 436. Register for this course under IS 436. (Mr. Geisler, Mr. Stoll)

[GN 460 Fin-de-siècle Vienna]

[GN480 Creating Interactive Text in German]

GN 500 Independent Study

(Approval required)

GN 800 Honors Project

(Approval required)

ITALIAN

Professors: Ugo Skubikowski (chair), Patricia Zupan; *Associate Professor:* Sandra Carletti, *Assistant Professor:* David Castronuovo (on leave 00-01); *Visiting Assistant Professor:* T. Marsden Van Order; *Visiting Lecturer:* Natasha Chang

Our programs offer students the opportunity to achieve high competence in written and spoken Italian, in understanding Italian literature and culture, and in applying this linguistic, literary, and cultural knowledge to the study of other disciplines. Our academic year program emphasizes the study of literature and culture in the context of language acquisition. The two other integral components of our program, the Italian School (summer) and the Middlebury College School in Florence, Italy (junior year or semester), encourage students to deepen and broaden their study of Italian literature, cinema, history, art history, political science, economics, and other selected disciplines. Junior students may elect to continue their study of Italian on campus, as each year at least two courses are offered at every level from first year through senior work. Faculty members direct independent research projects (IT 550) according to fulfillment of the prerequisites and schedules established below. Qualified students seeking senior honors (IT 755) may elect to do either a thesis or a comprehensive exam as described below.

Major Programs

Full or Double Major in Italian: (1) Eleven credits or more in Italian beyond IT 101-103, including senior work; (2) IT 251-252 or equivalent; (3) year at Middlebury School in Florence, Italy, normally expected, including IT 354-355 or equivalent and at least one yearlong course at the University of Florence, or a semester abroad and advanced level work in the summer Italian School; (4) seven of nine credits from Florence applicable to major. Students may receive up to nine credits toward the major if they elect a total of 11 credits in Florence; (5) senior work, two 400-level seminars, each requiring a research paper.

Joint Major in Italian: (1) Seven credits or more in Italian beyond IT 101-103, including senior work; (2) joint major program in another discipline; (3) IT 251-252 or equivalent; (4) semester at Middlebury School in Florence, Italy, normally expected; (5) three of four fall credits or four of five spring credits from Florence applicable to the Italian part of the major. Students may receive four of five fall credits or five of six spring credits if they elect one extra course; (6) senior work, two 400-level seminars, each requiring a research paper. Joint project credited in either of two disciplines strongly recommended.

Associated Programs

International Studies Major with Italian: Along with other required courses and senior work as described in the International Studies major section, completion of the Italian language component requires: (1) proficiency in Italian (IT 251-252 normally with average of B, or further summer work in the Italian School); (2) at least one semester, and preferably a year, at the Middlebury College School in Florence, Italy; (3) one or more 400-level seminars in Italian upon return from Florence.

European Studies Track, International Studies Major: Italian courses fulfilling components of this track are: (1) language proficiency, IT 251-252 (normally with average of B, or further summer work in the Italian School); (2) regional specialization, chosen from IT 291, 292, 294 (in English), or IT 354, IT 355, other 300-level courses in the Italian School or School in Italy (in Italian); (3) disciplinary specialization in Italian, IT 251, IT 252, IT 354, IT 355, or two other courses at the 300-level; one 400-level seminar; (4) study abroad, at least a semester, and preferably a year, at the Middlebury College School in Florence, Italy; (5) senior work, one or more 400-level seminars in Italian upon return from Florence.

Minor in Italian

The Italian minor consists of six courses: IT 251, IT 252, IT 353 or IT 354, IT 355, and two additional courses at the 300-level or above.

Students entering the program with a standing beyond the IT 252 level will be required to take at least one 400-level course as part of the Italian minor. All courses at the 300 level can be completed during the academic year at Middlebury, at the Italian School, or at the School in Italy.

Requirements for Junior Year/Semester Abroad

Because students going to the School in Italy intend to fulfill academic requirements for a full, double, or joint Italian major, an international studies major, or an Italian minor, we expect them to achieve a high level of spoken and written Italian before participation there.

Since most of our students come to Middlebury with no prior knowledge of Italian, our prerequisites for study abroad at the School in Italy intend to insure high competence. No matter what academic specialization students choose, there are three general requirements for participation in the Florence program: (1) an overall academic average of B-; (2) a minimum of five full semesters in Italian, or equivalent, normally with an average of B; (3) continuous study of Italian up to the semester of departure.

The proficiency requirement for participation is normally completed in one of two ways: over two academic years (IT 101, 102, 103, 251, 252, and possible further summer work in the Italian School), or over twelve months (IT 101, 102, 103, and 200-level summer work in the Italian School).

For those electing the two-year option, the fifth semester of study, normally completed in the summer at the Italian School, may be waived if a B average is achieved in IT 251-252. Otherwise, preparation will be completed at the Italian School, at Level II or III, normally with a minimum average grade of B.

Those electing the twelve-month format will attend the summer Italian School at Level II or III before any participation in the School in Italy, whether for the full junior year or for a junior semester.

Because of the demanding and intensive nature of both the summer Italian School and the School in Italy, and the difficulty of finding equivalent programs either in the United States or in Italy, we discourage alternative programs preparatory to study in the Florence program.

Febs who plan to study at the Middlebury College School in Florence in their junior year must enroll in the Italian School for the summer prior to their departure after successful completion of IT 103.

Middlebury College School in Italy

Students may study for a semester or for a full year in Italy. Fall and spring term students enroll for language, literature, and civilization courses in September and January, respectively, at our study center in Florence only. The following are courses taught at the School in Italy in 1999-2000:

Fall:

- Advanced Language Practice I
- The European Union: Problems and Perspectives of Integration
- Aspects of Nineteenth- and Twentieth-Century Italian Literature
- Giotto and Tuscan Art from the Late Thirteenth to the Mid-Fourteenth Centuries
- Contemporary Italian History

Spring:

- Advanced Language Practice II
- Florence from the Thirteenth to the Sixteenth Centuries
- Survey of Medieval and Early Renaissance Italian Literature
- Introduction to High Renaissance and Mannerism
- Themes and Genres of Italian Cinema

Full-year students are expected to enroll in a year-long elective course at the Università degli Studi di Firenze. Listed below are subject areas generally offered there:

- Archeologia
- Archeologia e Storia dell'arte greca e romana
- Filologia
- Letteratura italiana
- Linguistica
- Museologia
- Musicologia
- Organizzazione internazionale
- Relazioni internazionali
- Sistema politico italiano
- Sistemi sociali comparati
- Sociologia della comunicazione
- Sociologia della famiglia
- Sociologia urbana
- Storia contemporanea
- Storia dei movimenti e dei partiti politici
- Storia dei movimenti sindacali
- Storia del cinema
- Storia del pensiero politico contemporaneo
- Storia del Rinascimento
- Storia del Risorgimento
- Storia del teatro e dello spettacolo
- Storia dell'arte
- Storia dell'integrazione europea
- Storia della lingua italiana
- Storia delle dottrine politiche
- Storia delle tradizioni popolari
- Storia economica e sociale del medioevo
- Storia economica e sociale dell'età industriale
- Storia medievale
- Storia moderna
- Storia romana

IT 101 Intensive Beginning Italian (Fall)

An introduction to the Italian language that provides a foundation in both spoken and written Italian. Focus on the spoken language encourages rapid mastery of the basic structures and vocabulary of contemporary Italian. The exclusive use of Italian in dialogue situations and vocabulary building encourages the student to develop skills in a personalized context. Conversation and drill are stimulated and fostered through active reference to popular Italian music, authentic props, and slides of Italian everyday life and culture. Students are required to participate in the Italian table. **LNG** (Ms. Chang, Mr. Skubikowski, Mr. Van Order, Ms. Zupan)

IT 102 Intensive Beginning Italian (Winter)

A continuation of IT 101, required for enrolling in IT 103. **LNG** (Ms. Carletti, Ms. Chang, Mr. Van Order, Ms. Zupan)

IT 103 Intensive Beginning Italian (Spring)

Emphasis on increased control and proficiency in the language through audiovisual, conversational, and drill methods. Italian life and culture continue to be revealed through the use of realia. Short reading selections on contemporary Italy and discussions enlarge the student's view of Italian life and culture. Students continue to participate in the Italian table. (IT 101 or equivalent, IT 102) **LNG** (Ms. Carletti, Ms. Chang, Mr. Van Order, Ms. Zupan)

IT 251 An Introduction to Contemporary Italy (Fall)

Intended for students at the intermediate level, this course will afford the opportunity to expand conversation, writing, and reading skills while consolidating knowledge of the more difficult points of grammar. The contextual focus of the course is contemporary Italian culture, including contemporary history and politics, the economy, the division between North and South, immigration from developing countries, environmental issues, and popular music, among others. Italian films, music, and articles from newspapers and newsmagazines will enhance and complete the learning experience. (IT 103 or equivalent) **LNG SOC** (Ms. Carletti, Mr. Skubikowski, Ms. Zupan)

IT 252 Italian Culture from Fascism to the Present (Spring)

To deepen the historical knowledge gained in IT 251, we will discuss and analyze modern and contemporary Italian literature of various genres, as well as essays, art, and film. In the context of reading, critical viewing, textual analysis, and discussion, we will continue to develop both historical and linguistic competence. Discussion and the writing process, along with selected exercises, will continue to refine grammatical competence. (IT 251 or equivalent) **LNG LIT** (Ms. Chang, Mr. Van Order)

[IT/LS 290 Dante (in English)]

[IT 291 The Opera Libretto in Nineteenth-Century Italy]

[IT 292 Contemporary Italian Women Writers in Translation]

[IT 294 Modern and Contemporary Italian Literature in Translation]

[IT 296 Literature of the Italian Renaissance (in English)]

[IT 298 Italy in World War II: Memory, Myth and Martyrdom in Literature and Film (in English)]

IT/LI 299 Literary Feasts: Representations of Food in Modern Narrative (in English) (Spring)
This course will consider food and eating practices within specific cultural and historical contexts. We will analyze realistic, symbolic, erotic, and political functions surrounding the preparation and consumption of food. Readings will be drawn from several national traditions, with a focus on Europe. Authors will include, among others, Calvino, Dinesen, Joyce, Hemingway, Kafka, Lampedusa, Maugham, Vittorini, Woolf and Zola. Viewing of films where food and eating play an important role will supplement class discussion. **LIT EUR** (Ms. Carletti)

IT 353 La Letteratura dell'Emarginazione nell'Italia Unita (dal 1870 al presente) (Fall)
A survey of various texts (nonfiction, fiction, poetry) that address the experiences of those members of society who have traditionally been considered, within the historical context of postunification Italy, to be "marginalized." Topics to be studied include issues of gender and sexuality, political dissent, religious and cultural difference, antisocial behavior, morality, the social role of the artist, regionalism, external and internal immigration. (IT 252 or by waiver) **EUR** (Ms. Chang)

[IT 354 Epoche della Letteratura Italiana I: Introduzione al Periodo Moderno]

IT 355 Epoche della Letteratura Italiana II: Introduzione al Medioevo e al Rinascimento (Spring)
Students will continue to develop critical and analytical skills through a careful reading of excerpts from the literary masterpieces of the Italian Middle Ages and the Renaissance. Beginning with Dante's poetic predecessors, we will then consider late medieval prose and poetry through a selective reading of Dante, Boccaccio, and Petrarch. After examining literary humanism, we will analyze the major themes of Italian Renaissance literature to Machiavelli. (IT 252 or equivalent) **EUR** (Mr. Skubikowski)

[IT/IS 458 The Aesthetics of Musical Theatre in Asia and Western Europe (in English)]

[IT 459 Modern Italian Literature and Culture]

IT 460 La Seconda Guerra Mondiale: Tra Mito e Storia (Fall)
Beginning with literature and film produced during the Second World War, this course will examine both neorealism and later works that return to the theme of the war. The formation and development of post-war Italian national identity and the complex relationships between history, narration, memory, and myth will contextualize broader discussions of literature and film. Readings will include works by Eugenio Montale, Elio Vittorini, Italo Calvino, Cesare Pavese, and Alberto Moravia, among others. Films by Roberto Rossellini, Federico Fellini, Lina Wertmüller, and others will supplement the readings. (IT 355 or equivalent) (Mr. Van Order)

[IT 461 Dante in the Twentieth Century]

IT 490 Dante in Italian (Spring)
After an introduction to the Middle Ages, we will examine examples of Provencal courtly love poetry. We will then consider Dante's poetic predecessors in Italy through poems of the Sicilian School and the Dolce Stil Nuovo, leading to Dante's youthful work, the *Vita Nuova*. A close reading of the *Inferno* will be the focus of the course. Students will be required to give several oral presentations and to complete a research paper that includes critical material. (IT 355 or equivalent) (Ms. Zupan)

[IT 491 Eighteenth-Century Italian Theatre]

[IT 492 Italian Romanticism]

[IT 495 Machiavelli politico e letterario]

IT 550 Independent Study (Fall, Winter, Spring)
Italian faculty as a group will consider and approve requests by qualified juniors and seniors to engage in independent work. After reading the information sheet for Independent Study (available from the department chair), students file a request with the department chair that includes a prospectus and a bibliography of no less than five sources. Requests must be filed within the semester preceding the independent study. Students must file with the department chair by ***the end of the second week of classes*** for fall term approvals, ***by the end the last week of fall semester*** for winter term approvals, and by ***the end of the first week of spring term*** for spring term approvals. ***Prior to filing, sufficient advance consultation with project directors is required.*** Junior students are strongly encouraged to consider independent study as preparation for senior honors thesis work.

IT 755 Senior Honors (Spring)
As prerequisite, students must have an A- or above average in Italian courses and a B overall average to be considered for honors work. They may achieve honors through a one-credit thesis of 25 or more pages, whose work may extend over one or more semesters, or through a comprehensive exam. Italian faculty as a group will consider and approve requests by qualified juniors and seniors to engage in honors work.

To file a request for thesis work with the section chair, students must present a prospectus and bibliography of no less than 10 sources within the semester preceding the honors work. Students must file with the section chair by ***the second week of classes*** for fall term approvals, and by ***by the last week of fall term*** for winter or spring term approvals. To file a request for a comprehensive exam, students must notify the chair within the above dates, so the faculty may discuss the appropriate reading list and exam schedule. ***Prior to filing, sufficient advance consultation with thesis and exam directors is required.***

JAPANESE

Professor: Nobuo Ogawa (chair); *Associate Professor:* Carole Cavanaugh; *Assistant Professor:* David Stahl; *Visiting Assistant Professor:* William Gardner; *Lecturer:* Kyoko Davis

The Department of Japanese offers a full range of study in Japanese language, literature, film, and culture. This structured sequence of courses is designed to prepare students for international careers, or for graduate study. Most students begin Japanese in their first year at Middlebury College and progress through four levels in modern Japanese (Tokyo common/standard speech). A fifth-year level course is available for students who have come to Middlebury with prior training in the language and for those who accelerate their study by attending the summer Japanese School.

The language program emphasizes all four skills: speaking, listening, reading, and writing. Students learn how to use Japanese in a variety of environments and to become active and confident speakers, readers, and writers. Language teaching involves cultural contexts and considerable attention is given to "cultural fluency" as well as to effective linguistic skills. Language study grounded within the appropriate social, political, and historical framework is supported by courses in a variety of disciplines. Courses in Japanese modern and classical literature, cinema, gender studies, and contemporary culture are offered in English translation and are open to all interested students. Students are encouraged to take courses related to Japan in the departments of art history, history, political science, religion, and philosophy.

Qualified students of Japanese are strongly encouraged to spend the junior year studying in Japan in one of several approved programs in Tokyo or Kyoto at prestigious universities. These programs offer Japanese language training, as well as Japanese and English-language courses in the various disciplines. Many students accelerate their language study by attending the Japanese School, Middlebury's intensive summer program. The Japanese School offers nine-week courses equivalent to one year of study. Students who attend the summer session just before study in Japan make significant gains that are solidified and enhanced by one semester or an academic year in Japan.

Required for the Major: Satisfactory completion of JA 101, JA 102, JA 103- First Year Japanese (two semesters and winter term), JA 201, JA 202- Second Year Japanese (two semesters), JA 301, JA 302- Third Year Japanese (two semesters), JA 401, JA 402- Advanced Japanese (two semesters), JA 475- Advanced Reading in Japanese Studies, JA 216- Traditional Japanese Literature in Translation, JA 220- Twentieth-Century Japanese Fiction in Translation, and at least one of the following: JA 237- Japanese Film (in English), JA 320- Natsume Soseki and the Modernization of Japan (in English), JA 325- Japanese Language and Culture (in English), JA 330- Japanese Visual Culture Film, JA 350- Gender in Japan (in English), and JA 360- Pacific War Experience in Japanese Literature and Film (in English).

Required for the Minor: Courses required for the minor in Japanese are four language courses JA 201, JA 202, JA 301, JA 302 and two additional courses offered by the Japanese department in literature, film, or culture.

Honors: Departmental honors will be awarded according to the grade point average of courses taken in the department, the summer Middlebury Japanese School, and in Japan. A grade point average of 3.3 in these courses is required for graduation with honors. Students who have earned a grade of A for the senior seminar (JA 475) and who have a departmental grade point average of 3.5 will be awarded high honors. Students with a departmental grade point average of 3.75 who have earned a grade of A in the senior seminar (JA 475) will be awarded highest honors.

Students planning careers in government, international business, or law may wish to consider a major in the East Asian studies offered through the international studies program or the international politics and economics major, with Japanese as a language of focus. Japanese majors may also combine their language study with a minor in another field or create a joint or double major with another subject, for example, economics or political science.

Middlebury's Summer School: Intensive language courses are available each summer at Middlebury's renowned Japanese School. During the nine-week session, students and faculty live in the same Japanese language dormitory, take their meals together, and communicate exclusively in Japanese, whether in the classroom or outside of class. Students who enroll in this intensive immersion program learn as much as they would in a regular two-semester course taken during the academic year. For all students pursuing the study of Japanese language and culture, and especially prior to study abroad in Japan, a summer of concentrated study at the second-, third- or fourth-year level in Middlebury's intensive Japanese School is strongly recommended. Students who are unable to begin the study of Japanese in their first year at Middlebury are strongly encouraged to begin or accelerate their study by taking a course in the intensive summer program.

Study in Japan: Almost two-thirds of Middlebury students spend at least one semester studying off-campus by the time they graduate. For those students who wish to study in Japan during their junior year, courses well suited to their needs are available at approved programs. Middlebury College is one of 15 colleges in the Associated Kyoto Program consortium. Students accepted to AKP take one academic year of intensive language and a variety of other courses taught by participating faculty from member colleges. AKP students live with Japanese host families and participate in the normal activities of the home. Middlebury students report that the home-stay experience is especially enriching. Middlebury College has exchange programs with Doshisha University in Kyoto and Keio University in Tokyo. Students in these programs participate in regular university courses taught in Japanese and have dormitory and other residential options. Students who spend only one semester in Japan usually attend Nanzan University in Nagoya.

Language Technology and Resources: Japanese courses incorporate a variety of computer-driven teaching and learning strategies. Video and audio materials for First and Second year levels are available on any computer, so that students can view and listen to authentic materials at any time in their dorm rooms or in labs. Japanese films, scripts, and anime in advanced language courses are also available on the Web to students enrolled in those courses. Many Japanese literature and culture offerings are Web-based multi-media courses. Instructors can make use of conferencing and other electronic tools to extend learning beyond regular class hours. Starr Library contains an extensive collection of works in English on most aspects of Japan; in addition, there are 1,700 works in Japanese, with special strengths in literature and linguistics.

COURSES IN JAPANESE

JA 101 First Year Japanese (Fall)

An introduction to the modern Japanese language aimed at acquisition of the four basic skills speaking, listening comprehension, reading, and writing. The emphasis is upon thorough mastery of the basic structures of Japanese through intensive oral-aural practice and extensive use of audiovisual materials. The two *kana* syllabaries and *kanji* (characters) will be introduced toward the goals of developing reading skills and reinforcing grammar and vocabulary acquisition. **LNG** (Mr. Ogawa, Ms. Davis)

JA 102 First Year Japanese (Winter)

A continuation of the fall term. (JA 101 or equivalent) **LNG** (Mr. Gardner, Ms. Davis)

JA 103 First Year Japanese (Spring)

A continuation of the fall and winter terms with the introduction of more advanced grammatical structures, vocabulary, and characters. The continuing emphasis of the beginning Japanese course will be upon acquisition of well-balanced language skills based on an understanding of the actual use of the language in the Japanese sociocultural context. (JA 101, JA 102) **LNG** (Mr. Ogawa, Ms. Davis)

JA 201 Second Year Japanese (Fall)

The goals of the intermediate course are to develop the ability to understand conversational Japanese at natural speed, to express oneself accurately and smoothly in various situations, to read nontechnical materials at reasonable speed with the use of the dictionary, and to express oneself in writing with relative ease. Understanding of Japanese culture will be broadened and deepened through mastery of the course materials. (JA 103 or equivalent) **LNG** (Mr. Stahl, Ms. Davis)

JA 202 Second Year Japanese (Spring)

Continuation of JA 201. (JA 201 or equivalent) **LNG** (Mr. Stahl, Ms. Davis)

JA 301 Third Year Japanese (Fall)

The advanced course aims to increase the students' proficiency in modern standard Japanese, both spoken and written. A variety of written and audiovisual materials will be used to consolidate and expand mastery of more advanced grammatical points and vocabulary. Oral presentation, discussion, and composition in Japanese are also important components of the course. (JA 202 or equivalent) **LNG** (Mr. Gardner, Ms. Davis)

JA 302 Third Year Japanese (Spring)

Continuation of JA 301. (JA 301 or equivalent) **LNG** (Mr. Gardner, Ms. Davis)

JA 401 Advanced Japanese (Fall)

Reading, analysis, and discussion of advanced Japanese materials from a variety of modern and contemporary sources. (JA 302 or equivalent) (Mr. Ogawa)

JA 402 Advanced Japanese (Spring)

Continuation of JA 401. (Mr. Ogawa)

JA 475 Advanced Reading in Japanese Studies (Spring)

This course is the senior seminar required for all Japanese majors. Students read materials in a variety of disciplines and discuss them in Japanese with the instructor. 3 hrs./week. A term paper in Japanese on a topic of the student's choice in consultation with the instructor is required. *(Approval required.)* **LNG** (Mr. Ogawa)

COURSES IN ENGLISH

In the following courses, readings, lectures, and discussion sections are in English.

JA 216 Traditional Japanese Literature in Translation (Fall)

This course is an introduction to Japanese literature from ancient times to the late Medieval period. We will discuss the Japanese poetic tradition; the relationship between literature and religious beliefs; and issues of gender, sexuality, and subjectivity. Readings will include Noh plays and the great prose work The Tale of Genji. **LIT OTH** (Mr. Gardner)

JA 220 Twentieth-Century Japanese Fiction in Translation (Spring)

An examination of a century of Japanese prose literature, from the 1890s to the present day. The persistence of tradition, the impact of foreign models, modernity, individuality, postmodern issues, and the problems of literature as the conscience of culture will be discussed. Authors include Soseki, Mishima, Murakami, and the recent Nobel Prize winner Oe Kenzaburo. **LIT OTH** (Mr Stahl)

JA/TH 237 Japanese Film (in English) (Fall)
This course presents a cultural analysis of Japanese film, among the first to win international recognition as a "national cinema."The competing relationships between text and image and between modern and traditional expression will be examined through representative films and readings. Directors include Mizoguchi, Kurosawa, and Imamura. (Formerly JA 226; students who have completed JA 226 are ineligible to take this course.) **ART OTH** (Ms. Cavanaugh)

JA 320 Natsume Soseki and the Modernization of Japan (CW 5) (in English) (Fall)
This course examines the representative prose writings of Natsume Soseki (1867-1916), Japan's most important early modern novelist. Through close reading and group discussion of his fiction, we will consider the profound impact of rapid modernization on Japanese individuals and society. Novels will be read in chronological order, and special attention will be given to the social and historical context of the Meiji Period (1868-1912), the time during which Japan transformed itself with unprecedented rapidity into a powerful, modern nation. Novels to be read include: Botchan, The Three-Cornered World, And Then, The Gate, Kokoro and Grass by the Wayside. **LIT OTH** (Mr. Stahl)

[JA 325 Japanese Language and Culture (in English)]

JA 330 Japanese Visual Culture (in English) (Spring)
This course will explore the vibrant world of Japanese visual culture, viewing and analyzing examples from Japanese prints, films, graphic design, manga (comics), and anime (animation). The course will aim to enhance visual literacy vis a vis Japanese culture, and to cultivate critical awareness and cross-cultural perspective on the role of visual media in our own daily lives. Readings and viewings will include a combination of primary and theoretical works. For the class project, students will work in teams to develop the course's web site, contributing their own analyses, links, and annotations. **ART OTH** (Mr. Gardner)

JA/WG 350 Gender in Japan (in English) (Fall)
In this course we will examine changing ideas about gender and sexuality in Japan in the 10th through 20th centuries, with special attention to the modern period. Sources will include literary texts, films, and social/historical studies. We will discuss topics including women's writing in classical Japan; the commercialization of sexuality in the eighteenth century; ideas of 'homosexuality' in late medieval and modern times; and women's social roles and political struggles in the twentieth century. **LIT OTH** (Mr. Gardner)

JA 360 Pacific War Experience in Japanese Literature and Film (in English) (Spring)
This course studies literary and cinematic depictions of Japanese experience of the Pacific War. Drawing on survivor psychology theory, we will examine Japanese writers' and directors' artistic reconstructions of battlefield, homefront and occupation experience. Issues to be considered include the psychological effects of traumatic experience, memory, survivor guilt, impaired mourning, victimization, memorialization and what is necessary to "master" and fully recover from the wartime past. Works to be read/screened include: *The Harp of Burma, Fires on the Plain, Black Rain, Grave of the Fireflies* and *The Emperor's Naked Soldiers*. **LIT OTH** (Mr. Stahl)

RUSSIAN

Professors: Thomas Beyer (on leave academic year), Sergei Davydov, Michael Katz, Kevin Moss (chair); *Assistant Professor:* Tatiana Smorodinska; *Emerita Lecturer:* Alexandra Baker

Our goal is to make our students proficient at speaking, reading, writing, and listening to Russian and to facilitate their understanding and appreciation of Russian literature and culture. Most of our majors combine academic year study on campus and a junior year or semester in Russia to maximum advantage. Many also study in the intensive language program of Middlebury's summer Russian School. At the end of four years, our students can interact freely with native speakers in both formal and informal settings and participate comfortably in many aspects of Russian life. They are prepared to use their Russian in a wide range of career settings at home and abroad or to apply it to graduate study of politics, law, history, business, education, literature, economics, linguistics, journalism and other disciplines.

The Russian department also offers courses in English for students who would like an introduction to the masterpieces of Russian literature and to the complex and fascinating Russian culture

Courses Taught in English: The following courses in Russian literature are taught in English and are open to all Middlebury students: RU 122 The Russian Mind (includes culture and history in addition to literature); RU 151 Russian Literature's Golden Age: 1830-1880; RU 152 Russian Literature's "Bloody Age": Twentieth Century Literature and Society ; RU 251 Epic, Myth, and Ritual in Soviet Literature; RU 351 Dostoevsky; RU 352 Tolstoy; RU 354 Chekhov; RU/AL 359 Nabokov. Other courses in English are RU/RE 231 The Russian Religious Experience, RU 232 The Origin and Nature of Human Language, RU/TH 245 Russian-Soviet Film: Illusion and Reality, and RU/WG 255 Gender and Sexuality in Russian Culture .

***Major Requirements*:** Normally, majors must complete second-year Russian, RU 151, RU 152, four other courses, usually including at least a semester in Russia, and a senior seminar. Each student's program is planned individually with the department chair. Students planning careers in government, business, or law are advised to consider a major in the Russian and East European studies track of the international studies program. Russian majors also frequently combine their language study with a minor in economics, geography, history, or political science, or do a joint or double major with one of these subjects. Majors planning teaching careers should study a second language, preferably through at least the third-year level, and should consult members of the teacher education faculty regarding certification.

Departmental Honors: Majors with a B+ average in Russian courses and a B average overall will be encouraged to prepare an honors thesis. The final copy of the thesis is due April 20 of the year of graduation. An A thesis will receive highest honors; an A-, high honors; and a B+, honors.

Minors: The Russian department offers two minor programs: Russian language—RU 101, RU 103, RU 201, RU 202, any two of RU 301, RU 411 and RU 412—and Russian literature and culture—any two of RU 122, RU 151, RU 152, RU/RE 231, RU 245 and RU/WG 255, and three of the following: RU 351, RU 352, RU 354, and RU/AL 359. A first-year seminar may, on occasion, be substituted for one of these courses.

Junior Year In Russia: All majors and language minors are encouraged to study for a year in Russia. Middlebury's programs at Irkutsk State University, Russian State University for the Humanities, Voronezh State University, and Yaroslavl State University are open to juniors who have completed 300-level Russian. Students are strongly encouraged to spend a summer in the Russian School before beginning study in Russia. Students who have completed only 200-level Russian must spend the fall semester at Voronezh or Yaroslavl in an intensive 300-level Russian language program. During a first semester, students who have completed the 300-level study conversation, composition, and culture/civilization courses organized exclusively for our students, and one or more mainstream courses, with Russian students, selected from the full university curriculum. During a second semester, students normally take two mainstream courses from the regular university curriculum in addition to language and other courses specifically organized for Middlebury. Students unable to attend for a full year may study in Russia for one semester, preferably in the fall. The following courses are among those offered at our programs in Russia in recent years. While we cannot guarantee that each of these courses will be available on a regular basis, they are representative of the kinds of offerings students may expect:

In Irkutsk:

Russian Literature of the Nineteenth Century
Language of the Mass Media
Scientific Texts
History of Russia 1917-1970 through Film
Siberian Culture and Ethnic Groups

In Moscow:

Russian Folklore
History of Economics
Nationalities and Contemporary Political Problems
The Language of Russian Business

In Voronezh:

Survey of Nineteenth- and Twentieth-Century Russian Literature
History of the Russian Language, Eleventh-Eighteenth Centuries
Masterworks of Russian Prose and Poetry
Russian Prose Translation
Russian Civilization and Culture: Art, Music, and Folklore

In Yaroslavl:

History of Russia, Tenth-Seventeenth Centuries
Modern Russian History and Contemporary Politics
Readings in Russian Literature
Russian Prose Translation
Russian Civilization and Culture: Art, Architecture, and Music

RU 101 Beginning Russian (Fall)

An approach to the language using four skills (speaking, listening, reading, and writing) provides a firm control of the sound system and the structure of Russian. Although much emphasis is put on the spoken colloquial language, reading, writing, and a conscious understanding of the fundamentals of grammar prepare a strong foundation for work in advanced courses or for reading in specialized fields. **LNG** (Ms. Smorodinska, Mr. Davydov)

[RU 102 Beginning Russian]

RU 103 Beginning Russian (Spring)

Continuation of the approach used in RU 101, but with increased emphasis on reading. (RU 101) **LNG** (Ms. Smorodinska, Mr. Davydov)

RU 122 The Russian Mind (in English) (Spring)

An introduction to the dominant themes of Russia's past and their impact on the shaping of the present-day Russian mind. We will investigate how the occidental and oriental elements blend into a unique Euro-Asian culture, nation, and world power. The topics selected for investigation include: Slavic mythology; Russian Orthodoxy; the concept of autocracy and the legacy of Peter the Great; Pushkin, Gogol, Dostoevsky, and Tolstoy; origins of Russian radicalism; the legacy of Lenin and Stalin, Khrushchev, Brezhnev and Gorbachev, and a look at Boris Yeltsin and beyond. **LIT HIS OTH** (Ms. Smorodinska)

RU 151 Russian Literature's Golden Age: 1830-1880 (CW 10) (in English) (Fall)

Duels, ghosts, utopias, murders, prostitution, and adultery—these are the raw materials Russian authors turned into some of the world's greatest literature. This course is an introduction to Russian literature of the 19th century, from the short stories of Pushkin and Gogol to the great novels of Dostoevsky and Tolstoy. The centrality of literature in Russian society and the interrelations among the authors and texts will be discussed. How do the authors combine reality, fantasy, and philosophy to make these works both uniquely

Russian and universal? A limited number of spaces are available for students wishing to satisfy the College writing requirement. **LIT EUR** (Mr. Davydov)

RU 152 Russian Literature's "Bloody Age": Twentieth Century Literature and Society (CW 10) (in English) (Spring)
Writers die for literature in Russia. This course is a survey of Russian literature from before the Revolution to the present. Beginning with Chekhov's stories, we will read supernatural tales, futurist utopias, and harrowing realistic accounts of life in the prison camps of Siberia. Official, emigre, and underground literature will be read to show the complex role of literature in Russian life and politics. A limited number of spaces are available for students wishing to satisfy the College writing requirement. **LIT EUR** (Mr. Moss)

RU 201 Intermediate Russian (Fall)
Systematic review of grammar and development of the spoken and written skills attained in Beginning Russian.(RU 102 or equivalent) **LNG** (Mr. Moss)

RU 202 Intermediate Russian (Spring)
Continuation of approach used in RU 201. Reading of contemporary Russian texts, conversation, and written assignments in Russian based on reading assignments. (RU 201 or equivalent) **LNG** (Mr. Moss)

[RU/RE 231 The Russian Religious Experience (in English)]

[RU 232 The Origin and Nature of Human Language (in English)]

[RU/IS 233 Russian Perceptions of America (in English)]

RU/TH 245 Russian-Soviet Film: Illusion and Reality (Fall)
In the 20th century, cinema became the most popular form of propaganda and entertainment in the former Soviet Union. In Russia today film remains an important transmitter of new social ideas and spiritual concerns. The course will survey the development of the Russian cinema, exploring the historical background, cultural and literary context, and political "sub-context" of selected popular Russian films as well as different film techniques. We will analyze films of various genres, such as drama, musical, comedy, the Russian "eastern," melodrama, and sci-fi, ranging from silent films to the most recent ones. **ART OTH** (Ms. Smorodinska)

[RU 251 Epic, Myth, and Ritual in Soviet Literature (in English)]

[RU/WG 255 Gender and Sexuality in Russian Culture (in English)]

RU 301 Advanced Russian (Fall)
Further development of spoken and written Russian. Reading and listening skills will be developed through exposure to a variety media and genres, including films and the internet. Conversation topics will be based on authentic readings in contemporary Russian issues. (RU 202 or equivalent) (Mr. Moss)

[RU 351 Dostoevsky (in English)]

[RU 352 Tolstoy (in English)]

[RU 354 Chekhov (in English)]

[RU/AL 359 The Art of Vladimir Nabokov (in English)]

[RU 401 Advanced Language Study]

[RU 402 Advanced Language Study]

[RU 411 Russian Culture and Civilization I]

RU 412 Russian Culture and Civilization II (Spring)
This course continues RU 411 but may be taken independently. It offers a bilingual approach to the study of Russian culture from the second half of the 19th century to the present. Works of literature, art, and music will be examined in their historical and political context. Particular attention will be devoted to the improvement of oral and written skills. (RU 202 or equivalent) **LIT HIS EUR** (Mr. Davydov)

RU 500 Advanced Studies in Language and Literature (Fall, Spring)
Supervised individual study for highly qualified students. (staff)

RU 700 Senior Independent Study Project (Fall, Spring)
(Approval required) (staff)

RU 704 Senior Seminar (Fall)
(Senior majors) (Mr. Davydov)

SPANISH

Professors: Alicia Andreu-Sprigg, Eduardo Béjar, Roberto Véguez; *Associate Professor*: Donna Rogers (chair); *Assistant Professors*: Valentín Ferdinán, Miguel Fernández (on leave academic year), Gloria González Zenteno, Ana Martínez-Lage (on leave fall semester), Patricia Saldarriaga; *Visiting Assistant Professors*: Isabel Estrada, Peter Thompson

The Department of Spanish offers its students a thorough training in Spanish language that enables them to interact and communicate effectively with native Spanish speakers globally.

Our programs offer students the opportunity to achieve high competence in written and spoken Spanish, in understanding Hispanic literatures and cultures, and in applying this linguistic, literary, and cultural knowledge in the study of other disciplines.

As juniors, most students will go to Spain with the Middlebury junior-year program (Madrid, Getafe, Segovia or Logroño) or to Spanish America with an approved program, where they will put their linguistic and cultural skills to practical use.

A Spanish major will be expected to have a thorough command of the language, to be conversant with the major currents of Hispanic literature, and to have a broad knowledge of Hispanic culture gained through the experience of courses at Middlebury and study abroad.

The requirements for majors (single, double, joint and IS) described here apply to all students who declared a major on or after January 1, 2000. Students who declared a major prior to that date must consult with their advisors for information about the old requirements.

Major Program: The Department of Spanish offers majors in two tracks: Peninsular Spanish culture and literature, and Spanish American cultures and literatures. Both majors consist of a minimum of 11 courses, including the following:

- SP 300
- At least two literature courses in the track beyond the 300 level, which may be taken abroad. SP 306 is strongly recommended for those specializing in Spain, while SP 307 is strongly recommended for those specializing in Spanish America.
- At least one culture course in the chosen track.
- One advanced (SP 300+) course in the alternate track.
- One 400-level seminar during the senior year.

No more than two courses at the 100 or 200 levels may be counted toward the major.

No more than two courses of the series SP 300, SP 304, and SP 305 may be counted toward the major.

Study abroad in the region of interest for at least one semester is highly recommended.

Joint Majors: The Spanish component of a joint major will consist of at least seven courses from departmental offerings. It may be done in one of two tracks: Peninsular Spanish culture and literature, or Spanish American cultures and literatures. Requirements are as follows.

- SP 300
- At least two literature courses in the track beyond the 300 level, which may be taken abroad. SP 306 is strongly recommended for those specializing in Spain, while SP 307 is strongly recommended for those specializing in Spanish America.
- At least one culture course in the chosen track.
- One 400-level seminar during the senior year.

No more than two courses at the 100 or 200 levels may be counted toward the joint major.

No more than two courses of the series SP 300, SP 304, and SP 305 may be counted toward the major.

Study abroad in the region of interest for at least one semester is highly recommended.

Minor in Spanish: The Spanish minor consists of at least five courses from departmental offerings, including the following: SP 220 (this requirement will be considered satisfied if a student places in a course above SP 220 in the department placement test); at least one but no more than two courses from the group SP 300, SP 304, SP 305; the rest from other courses at the SP 300+ level. Courses at this level can be taken at the summer Spanish School, the School in Spain, or, with departmental approval, with study abroad programs in Spanish America sanctioned by Middlebury's programs abroad committee.

Latin American studies majors with a track in literature and culture; and European studies majors with a track in the literature and culture of Spain must take, in addition to their core requirements, the following courses in the Spanish department:

- SP 300
- At least two literature courses in the area of interest beyond the 300 level, which may be taken abroad.
- At least one culture course in the appropriate area.
- One 400-level seminar during the senior year.

Advanced Placement: College credit is awarded for successful performance on the Advanced Placement Examinations in Spanish Language and/or Spanish Literature (one credit for an AP grade of 3, two credits for an AP grade of 4 or 5). In all cases the student must satisfactorily complete a course at the 300 level before the credit will be awarded. AP credit does not affect course placement, nor does it count towards the major.

Programs Abroad for Juniors: The department expects that majors will spend at least one semester in residence in a Spanish-speaking country. Middlebury offers both year and semester programs in Madrid. Sites in Getafe, Segovia, and Logroño have recently been added to the program and are designed for immersion in the Spanish university system. An internship program has also recently been launched. For more information on these programs, please see the department Web page (www.middlebury.edu/~spanish). Students who are interested in going abroad and who are also double or joint majors or are thinking of participating in the teacher education program should consult with their advisers in both areas as early as possible to avoid any conflict in plans.

Students who are planning to go abroad to the Middlebury School in Spain are required to have taken either SP 300 or SP 304. It is strongly recommended that Spanish majors take both prior to going to Spain; otherwise, they will be required to take an equivalent while abroad. The deadline for applications is February 1. Students interested in attending the program in their junior year should consult the head of the Spanish section of the department, preferably before registration for fall semester of their sophomore year.

Important: All Spanish majors going to Spain are required to take one Hispanic literature course per semester while abroad. All majors going to a Spanish American country are required to take one course per semester while abroad on the literature of Spanish America or of the host country. These courses will count toward the department's literature requirements.

With the approval of the Spanish department chair and the programs abroad committee, nonmajor students may be permitted to study abroad with a program other than Middlebury's after taking SP 220 with a minimum grade of B+. For more information on Spanish courses abroad please see the Language Schools' Web site.

Honors: The department will award honors on the basis of a student's work in the department and performance in SP 705. All students interested in receiving honors must contact their advisers at the start of their last year in Middlebury: either September or February. Please see SP 705 course description.

COURSE OFFERINGS

Courses labeled SP 300 through SP 319 are closed to juniors and seniors returning from study in Spain or Spanish America.

Courses labeled SP 350 - SP 399 satisfy the IS advanced language requirement in Spanish.

Courses labeled SP 400 and above are reserved for Spanish majors, LAS majors with a literature and culture track, and EUS majors with a Spanish literature and culture track. Others only by approval.

SP 101 Beginning Spanish I (Fall)
This course is an introduction to the fundamentals of grammar and focuses on the development of four skills in Spanish: comprehension, speaking, reading, and writing. Emphasis will be placed on active communication aimed at the development of oral and comprehension skills. This course is for students who have not previously studied Spanish. Students are expected to continue with SP 102 and SP 103 after successful completion of SP 101. 5 hours lect./disc.. (Ms. González Zenteno, staff)

SP 102 Beginning Spanish II (Winter)
Continuation of SP 101. (SP 101 or placement) (staff)

SP 103 Beginning Spanish III (Spring)
Continuation of SP 102. Intensive reading, writing, and oral activities will advance students' proficiency in Spanish in an academic setting. 5 hours lect./disc. (SP 102) (staff)

SP 105 Accelerated Basic Spanish (Fall)
This accelerated course is designed to reinforce, in one semester, the basic linguistic structures that students need in order to reach the intermediate level of proficiency in Spanish. Strong emphasis will be given to reading and composition. SP 105 is designed specifically for students with 2-3 years of high school Spanish, but who have not yet achieved intermediate proficiency. 5 hours lect./disc. (Placement test required.) (Ms. Estrada)

(Note: It is strongly recommended that students finishing SP 105 take SP 106 during the winter to prepare for SP 210 in the spring.)

SP 106 Reading to Write in Spanish (Winter)
This course is designed to provide students who have completed SP 105 with additional opportunities to read and write in Spanish. Emphasis on reading texts with varied styles and purposes, and intensive writing practice with peer editing. (SP 105 or by approval) (staff)

SP 210 Intermediate Spanish I (Fall, Spring)
A course designed to consolidate the skills attained in SP 101, SP 102 and 103 or the equivalent (105 and / or 106). A grammar review will accompany an intensive component of readings, discussions, and compositions. This course may not be used to fulfill the foreign languages distribution requirement. 3 hours lect./disc. (SP 103, SP 105, or placement) (Mr. Béjar, Mr. Véguez, staff)

SP 220 Intermediate Spanish II (Fall, Spring)
A course for students seeking to perfect their academic writing skills in Spanish. The course is also an introduction to literary analysis and critical writing and will include reading and oral discussion of literary texts. The course will also include a thorough review of grammar at a fairly advanced level. This course may be used to fulfill the foreign languages distribution requirement. (SP 210 or placement) **LNG** (Ms. Andreu, Mr. Ferdinán, staff)

SP 225 Spanish for Bilingual/Heritage Speakers (Fall)
This course will respond to the needs of Spanish speakers whose formal education has been mainly in English. The primary goals are to improve writing skills, including accent marks, spelling, syllabification and to practice critical reading, as well as oral and written comprehension. The materials will include grammatical exercises, newspapers, videos, movies, and literary and journalistic texts, including those of Latinos in the US. Students will be required to write weekly assignments to improve self expression in Spanish. In order to develop a greater sense of confidence in their verbal skills, they will stage a play as part of the course. *(Approval only)* (Enrollment is limited to heritage speakers of Spanish.) (Ms. Saldarriaga)

SP 300 An Introduction to the Study of Hispanic Literature (Fall, Spring)
A course in literature and advanced language designed to introduce students to literary analysis and critical writing. The work will be based on the reading of a number of works in prose, drama, and poetry. Frequent short, critical essays will complement readings and provide students with practice in writing. Open only to Spanish majors and others by approval. 3 hours lect./disc. (SP 219/ SP 220 or equivalent) **LNG LIT** (Mr. Béjar, Ms. González Zenteno)

SP 304 Ideas and Cultures of Spain (Fall, Spring)
An analysis of major sociopolitical and cultural elements in representative Spanish texts, from the Middle Ages to the present. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish civilization. (SP 219/ SP 220 or equivalent) 4 hrs. lect./disc. **LNG EUR** (Ms. Martínez-Lage, Ms. Rogers, staff)

SP 305 Ideas and Cultures of Spanish America (Fall, Spring)

An analysis of major sociopolitical and cultural elements present in representative Spanish American texts, from the pre-Columbian period of the conquest to the present time. Works to be discussed will illustrate cultural elements that bear upon the formation of present day Spanish American civilizations. (SP 219/ SP 220 or equivalent) 3 hrs. lect./disc. **LNG OTH** (staff)

SP 306 The Literature of Spain (Fall)

An introduction to Spanish literature, representing different historical and cultural periods. Students will be required to do class presentations and to write papers. (SP 300 or SP 304) 3 hrs. lect./disc. **LIT EUR** (Mr. Thompson)

SP 307 The Literature of Spanish America (Spring)

An introduction to Spanish American literature, representing different historical and cultural periods. Students will be required to do class presentations and write papers. (SP 300 or SP 305) 3 hrs. lect./disc. **LIT OTH** (staff)

SP 311 Contemporary Hispanic Theatre (CW) (Fall)

This course will study the main literary and socio-political issues inscribed in representative plays from the Hispanic world. We will read texts by García Lorca, Buero Vallejo, Usigli, Triana, Marqués, etc. (SP 300, 304 or 305) 3 hrs. lect./disc. **LIT OTH** (Mr. Thompson).

SP 312 Hispanic Poetry (CW) (Spring)

This course will include a broad selection of poetry from Spain and Spanish America. We will focus on close readings of poems considering, where relevant, their historical and cultural contexts. Emphasis will also be on the development of critical vocabulary and writing skills in Spanish. We will cover the Middle Ages, Renaissance, Baroque, 19th, and 20th century poetry. Throughout the course we will be discussing the representation of women, men, god, love, power, subjectivity, and their interrelation. Satisfies the college writing requirement. (SP 300, SP 304 or SP 305). 3 hrs. lect./disc. **LIT OTH** (Ms. Saldarriaga)

[SP 313 The Hispanic Short Story]

[SP 325 Spanish American Essay]

[SP 357 National Identity in Latin American Literature]

[SP 355 Spanish in the U.S.]

[SP 356 A Survey of Hispanic Film]

SP 362 Contemporary Spanish Theatre: From Pre-Spanish Civil War to Post-Franco (Spring)

Contemporary Spanish Theater divides into three main periods: Pre-Civil War; the Franco Regime; and the Post-Franco era. Accordingly, this class will study a selection of texts that reflect the onset of the Civil War, the effects of Franco's fascist regime and finally the attempts of the younger generation to understand the problems of modern-day living. We will read works by Lorca (Pre-War), Buero Vallejo and Olmo (Franco Regime) and Alonso de Santos and Pedrero (Post-Franco). As part of the course, students will put on a play production. (At least two courses at the 300 level or above or by waiver.) (Mr. Thompson)

[SP 363 The Frontier in Latin America as Seen through Literature and Film]

[SP 370 Golden Age Spanish Theatre]

SP 373 Painting and Poetry in the Spanish Golden Age (Fall)

In this course we will explore the relationship between painting and poetry during the Spanish Renaissance and Baroque by focusing on relevant themes of the time: the revival of interest in figures from pagan mythology (e.g., Europa, Venus, Vulcan, Laocoön); the Council of Trent and its influence on Christian painting and literature; the representation of women according to the period norms of beauty; and melancholy as sickness. Paintings of El Greco, Zurbarán, Velázquez, among others, will be analyzed in conjunction with their counterparts in literary texts by Theresa of Avila, Garcilaso de la Vega, Lope de Vega, Francisco de Quevedo, and Sor Juana Inés de la Cruz. Satisfies the IS advanced language requirement in Spanish. 3 hrs. lect./disc. (At least two SP courses at the 300 level or above or by waiver.) (Ms. Saldarriaga)

[SP/WG 374 Spanish Women Writers]

[SP 375 Surrealism in Latin America]

[SP 376 Space and Transformation in Latin America]

[SP 377 Latin American Cinema]

SP 378 Latin American Visual Culture (Spring)

This course explores the construction of the nationhood and issues of identity, class, race, and gender in the arts of different regions of Latin America. Among others, it will focus on 19th-century historical and nativist painting in the Rio de la Plata, Mexican muralists and their influence on the Harlem Renaissance, Frida Kahlo's paintings and their relation to both French Surrealism and Mexican popular arts, racism in Mexican and U.S.A.'s cinema of the 50s, and the influence of French avant-garde cinema on the Argentinean and Brazilian cinema of the 60s. Satisfies the IS advanced language requirement in Spanish. (SP 300 and SP 304 or SP 305) 3 hrs. lect./disc. **ART SOC OTH** (Mr. Ferdinán)

SP 379 The Spanish-American Narrative of the Boom (Fall)

This course will study the major narrative texts known as the "Boom" in relation to Spanish American literary history and their sociopolitical context. We will read such authors as Carpentier, Borges, Cort·zar, Vargas Llosa, Donoso, and GarcÌa M·rquez. Satisfies the IS advanced language requirement in Spanish. (At least 2 courses at the 300-level or above or by waiver.) **LIT OTH** (Mr. Washbourne)

SP 380 Advanced Spanish Grammar (Spring)
This course offers a detailed study of complex aspects of Spanish grammar and syntax. Designed to build upon students' existing knowledge of Spanish grammar, the course will begin with a reconsideration of all the tenses in both the indicative and subjunctive moods, their values and their uses. After briefly reviewing the structure of simple sentences, we will analyze in depth all the different types of dependent clauses. Within the context of sentence structure, we will also look at several key aspects of Spanish grammar (*ser* and *estar*, prepositions, the infinitive, and the gerund, among others). Students will demonstrate their understanding of the material through a variety of practical and creative exercises. Satisfies the IS advanced language requirement in Spanish. (At least two courses at the 300 level or above or by waiver). **LNG** (Ms. Martínez-Lage)

SP 385 Translation: Spanish/English (Spring)
Translation is one of the most rigorous approaches to reading. Translators confront the ambiguities of language polysemy, nuance, tropes, difference, and the like and how these are embedded in each language in a unique way. Translation theory questions the ways language works and how meaning is preserved and communicated across borders. This course will combine intensive translation with readings in translation theory to gain insight into the workings of both Spanish and English and, ultimately, into language itself. Satisfies the IS advanced language requirement in Spanish. (SP 300 and SP 304 or SP 305) 3 hrs. lect./disc. **SOC** (Ms. Rogers)

[SP 386 History of the Spanish Language]

SP 387 Varieties of Spanish (Spring)
Spanish is spoken in many countries of the Caribbean, Central and South America, by most people in Spain, and by a growing population in the U.S. Spanish shows enormous geographic, social, and stylistic variation, yet speakers generally understand most varieties of the language without difficulty, despite differences in vocabulary and pronunciation. The course will include study of formal and informal spoken language and literary and journalistic texts from around the Spanish-speaking world, but will emphasize spoken Spanish. Assignments will include interviews with native speakers of Spanish. (At least two courses at the 300 level or above or by waiver) (Ms. Rogers)

[SP/LS 402 Cervantes y Don Quijote]

[SP 414 From Text to Image]

[SP 421 The Nationalisms of Spain]

[SP 422 The Spanish Inquisition: Saints, Sinners, and Other Victims]

[SP 423 Latin American Cinema of the 60s: A Continental Project]

[SP 435 Fiction and Modernity in Spanish America]

SP 437 The Idea of (Latin) America (Fall)
This course will examine a wide array of texts from Colonial times until the 20th century, including essays and fictional writings by authors such as Bello, Rodó, Figari, Martí, Torres-García, García Márquez, Vargas Llosa, etc. It will explore the various ways in which artists and intellectuals have construed both the notion "America" and the subcategory "Latin America", focusing on the relationship between these self-descriptions and notions such as utopia, colonialism, dependency, race, etc. (SP300 and SP 304 or 305) 3 hrs. lect./disc. **HIS SOC OTH** (Mr. Ferdinán)

SP/WG 440 Spanish Fascism in Women's Literature (Fall)
This course will deal with the impact of Spanish Fascism on the works of several women writers who wrote from the 1930s to the 1950s. We will focus on a close reading of their novels and will study the various ways in which each sought to engage Fascism through the representation of their female characters. We will pay special attention to the works of Carmen de Icaza, Maria Luisa and Concha Linares-Becerra, Concha Espina, and Mercedes Formica, among others. Open only to senior Spanish majors. (Seniors with at least two courses at the 300 level or above, others by waiver). 3 hrs. lect./disc. (Ms. Andreu-Sprigg)

[SP 475 Literatura gauchesca]

[SP/WG 478 Spanish Women Writers: Expanding the Canon]

[SP 480 Las formas del yo: Autobiografía y ficción autobiográfica en México y Guatemala]

[SP 481 Lovesickness and the Literature of Medieval Spain]

[SP 485 The Contemporary Spanish Novel]

[SP 486 The Spanish American Narrative of the Boom]

[SP 488 Women and Love in Medieval and Golden Age Literature]

[SP 489 Impossible Worlds: Contemporary Spanish-American Literature of Fantasy]

[SP 490 Latin American Detective Fiction]

SP 500 Independent Study (Fall, Spring)
The department will consider requests by qualified juniors and senior majors to engage in independent work. (staff)

SP 705 Senior Honors Thesis (Spring)
The department will award honors, high honors, or highest honors on the basis of a student's work in the department and performance in SP 705.
Requirements:
1. A student who, by the end of his or her junior year, has completed 10 courses that count towards the major with an average of A- or better may initiate the procedure for an honors thesis proposal.
2. The A- average must be maintained in the course or courses that the student may be taking during the semester of application for an honors thesis. SP 705 is not considered one of the 11 courses required for the major.
3. The student must find a topic that he or she wants to develop into an honors thesis. The student must also find a member of the department who is interested in working with him or her on that topic. The department will consider topics in areas in which the faculty of the department has expertise.
4. The student submits a thesis proposal with a bibliography to a prospective adviser in the department before the fall midterm recess begins. If the thesis proposal is deemed viable by the adviser, the proposal will be submitted to the faculty of the department by November 1. The department may accept the proposal, require some modifications to it, or reject it. A final version of the proposal must have been accepted by the end of fall term classes.
5. The due date for the first draft of the thesis is April 1.
6. The due date for the final copy of the thesis is the last day of classes.
7. The department nominates a second reader for each thesis project. The second reader will participate in the correction of and commentary on the first draft. In case of a discrepancy, the department chair makes the final decision.
8. The department will require an oral presentation by the student during exam week and/or during graduation weekend.
N.B.: Students graduating in March should consult with the chair concerning scheduling deadlines.

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LITERATURE

LITERATURE PROGRAM

Director: Roman Graf

In an effort to strengthen interdepartmental and interdisciplinary teaching projects in literature and culture and in order to establish a strong common framework for literature students at Middlebury College, the literature division recently created Reading Literature (LI 101), the first of a series of several courses that interconnect the study of literature across campus. The staff for each semester's version of LI 101 is drawn from at least three different departments, generally but not necessarily from English, American literature and civilization, and the various language departments. The course may be counted toward requirements for the major in English, American literature, literary studies, and some of the language departments. It is open to nonmajors as well, and is a core course in the Program in International Studies.

In addition to the course descriptions indicated below, students with an interest in the general literature offerings available at the College are urged to consult the literary studies (LS) listings.

LI 101 Reading Literature (CW 15) (Fall, Spring)
An introduction to the critical analysis of imaginative literature—drama, fiction, and poetry—through the careful reading of selected classic texts from a range of Western and non-Western cultures. This course seeks to deepen students' understanding and appreciation of the particular texts under consideration, while helping them to develop a critical vocabulary with which to discuss and write about these texts, both as unique artistic achievements of individual and empathetic imagination and as works affected by, but also transcending their historical periods. (prerequisite: First-year seminar) 3 hrs. lect./disc. **LIT** (fall: Mr. Billings, Ms. Carletti, Mr. Véguez, Ms. Evans; spring: Ms. Ladimer, Mr. Nash, Mr. Sfyroeras, Mr. Brayton)

[LI/EL 110 Continental Fiction (III)]

[LI/AL 200 Poetry and Poetics]
LIT

[LI/EL 211 The Realistic Novel (IV)]

[LI 233 Is There a Critic in This Class?]

LI/IT 299 Literary Feasts: Representations of Food in Modern Narrative (Spring)
This course will consider food and eating practices within specific cultural and historical contexts. We will analyze realistic, symbolic, erotic, and political functions surrounding the preparation and consumption of food. Readings will be drawn from several national traditions, with a focus on Europe. Authors will in-

clude, among others, Calvino, Dinesen, Joyce, Hemingway, Kafka, Lampedusa, Maugham, Vittorini, Woolf, and Zola. Viewing of films where food and eating play an important role will supplement class discussion. **LIT EUR** (Ms. Carletti)

AMERICAN LITERATURE

Professors: Stephen Donadio, John McWilliams, Brett Millier (chair), *Associate Professors*: Michael Newbury, Timothy Spears; *Assistant Professors*: Holly Allen (on leave academic year), Karl Lindholm, Anne Morey, Will Nash; *Visiting Instructor*: Deborah Evans

An American literature major is expected to develop an understanding of the nation's principal writers and literary movements as they have developed historically. Emphasis is upon the study of individual authors in the broader context of the development of American culture from its colonial origins to the present day.

Requirements for the Major: Fourteen courses for all majors, including LI 101 or AL 103, AL 201, AL 202, and AL 203; AL 450; three other one-semester literature courses in the department; and the two seminars in the senior program. The remaining four courses may be fulfilled in one of two ways. Students pursuing the study of American literature in its historical context will take two courses in American history (one, if the student has AP credit) and two courses in a non-American literature (EL 204 and EL 213 are especially recommended). Students who wish to pursue a creative writing specialization may take any four courses in the creative writing sequences offered by the Department of English.

The senior program for American literature majors consists of a fall term seminar (AL 704) and a winter term review seminar culminating in a one-hour oral general examination. The oral examination is based upon a list of readings required of all majors.

Honors Program: Departmental honors are awarded only to students who write a senior thesis. To qualify as a candidate for honors, one must have had an average of B+ or better for all courses required for the major. During the spring of the junior year, in consultation with a faculty adviser and with departmental approval, the student will select a topic for independent investigation. During the senior year, he or she will take AL 700 (Senior Research) in the fall and spring semesters; theses are due in April. American literature majors who choose creative writing theses will be supervised by the faculty in creative writing.

There is a one-hour oral defense of the completed thesis. For analytical theses, one of the three examiners will ordinarily be from outside the Department of American Literature and Civilization. For theses in creative writing, at least one of the three examiners will be from within the Department of American Literature and Civilization. Students awarded an A on their senior theses will be eligible for highest honors, an A- for high honors, and a B+ for honors. Final graduation honors are determined on the basis of the thesis grade, a minimum of a B on the comprehensive examination, and the overall grade point average in courses required for the major.

Minor in American Literature: Students may minor in American literature by taking the following five courses: LI 101 or AL 103, AL 201, AL 202, AL 203, and AL 450.

COLLEGE WRITING PROGRAM

AL 103 and AL 104 (when offered) and LI 101 (see listing in the literature program) satisfy the College writing requirement.

[AL 103 Reading American Literature]

AL/EL 117 The Modern Short Story (Spring)
See Department of English listings for description. (Ms. Kalotay)

[AL/AC 150 Introduction to American Literature and Civilization]

[AL/LI 200 Poetry and Poetics] LIT

AL 201 American Literature: 1620-1830 (Spring)
A study of the growth of American literature from the time of European exploration through the Puritan and revolutionary periods to the early romantic authors. Emphasis on Taylor, Edwards, Franklin, Irving, and Poe. Required of all majors and minors in American Literature and majors in American Civilization. **LIT USA** (Mr. McWilliams)

AL 202 American Literature: 1830-1865 (Fall)
A study primarily of the six authors who comprise the American Renaissance: Emerson, Thoreau, Hawthorne, Melville, Whitman, and Dickinson. Required of all majors and minors in American Literature and American Civilization. **LIT USA** (Mr. Nash)

AL 203 American Literature: 1865-1940 (Spring)
A study of the major authors of the period, including Twain, James, Crane, Jewett, Adams, Wharton, Anderson, Stein, Frost, Eliot, Stevens, Hemingway, Fitzgerald, and Faulkner. Required of all majors and minors in American Literature. **LIT USA** (Ms. Evans)

AL 204 American Literature Since 1940 (Spring)
A study of American poetry, fiction, and non-fiction since the Second World War, including authors such as Bellow, Heller, Ellison, Kerouac, Ginsberg, Nabokov, O'Connor, Berryman, Wolfe, Didion, and Delillo, among others. **LIT USA** (Ms. Millier)

AL/EL 215 Visions of Nature (Fall, Spring)
This course will focus on writers who have influenced the modern environmental movement, or who suggest where it might go from here. While the syllabus will change from semester to semester with the instructor, Thoreau and Leopold will remain central to it. The study of litera-

ture will be complemented by consideration of the visions of nature found in landscape painting and photography. (Intended for first- and second-year students; others by waiver only). **LIT** (fall: Mr. McWilliams, spring: Mr. Mitchell)

AL 240 American Ethnic Narrative (Spring)

An introduction to American ethnic literature. We will look in particular at the definition, transformation, and redefinition of identity as depicted in a number of classic narratives from a variety of ethnic groups, such as Native American, Jewish American, Italian American, Chicano/Latino, Asian American. We will pay particular attention to the interplay between text and context, narrative strategies, generational conflict, issues of language, what constitutes American and non-American. **LIT USA** (Mr. Knox)

[AL 250 Comparative Studies]

AL/WG 260 American Women Writers (Spring)

This course examines the development of American women's fiction in the 19th and early 20th centuries. Readings will include works by authors such as Lydia Maria Child, Catharine Sedgwick, Harriet Beecher Stowe, Fanny Fern, Louisa May Alcott, Frances E.W. Harper, Sarah Orne Jewett, Kate Chopin, Charlotte Perkins Gilman, Edith Wharton, Gertrude Stein, and Willa Cather. We will consider the writers' contributions to American culture and examine their texts in relation both to important literary movements (sentimental and domestic fiction, realism, regionalism, modernism, etc.) and to their historical contexts. **LIT USA** (Ms. Evans)

[AL 301 The American Novel I]

(Next offered in 2002-03) **LIT USA**

[AL 302 The American Novel II]

(Next offered 2001-02) **LIT USA**

[AL 306 American Poetry: 1620-1920]

[AL 307 Modern American Poetry]

(Next offered in 2002-03) **LIT**

[AL 308 Topics in Recent American Poetry]

(Next offered in 2002-03) **LIT USA**

AL/EL 309 Contemporary Literature (IV) (Fall)

See Department of English listings for description. (Mr. Cohen)

AL/EL 312 Modern Poetry (IV) (Fall)

See Department of English listings for description. (Mr. Parini)

AL/EL 316 The Poetry of Robert Frost (Fall)

See Department of English listings for description. (Mr. Hill)

AL/AC 330 Gothic, Ghosts, and Horror (Spring)

See Department of American Civilization listings for description. **LIT USA** (Mr. Newbury)

AL/EL 335 The English and American Nineteenth-Century Novel (Spring)

A study of the 19th-century novel in England and the United States. We will focus on the similarities and differences in the two national traditions, on the adaptation and evolution of particular novelistic forms, and the cultural themes that these novels address. We will place a particular emphasis on the novelistic understanding of nationhood and imperialism, Darwin's evolutionary theory, the nature of industialization, and the emergence/transformation of middle class culture. Authors may include Stowe, Dickens, Norris, Hardy, James, and Howells. Long books, so substantial reading. **LIT** (Mr. Newbury)

[AL 340 Regionalism: The American South]

LIT USA

AL 355 African-American Narrative (Spring)

This course will consider twentieth century African-American literary aesthetics. Using a combination of critical essays and novels, we will read writers' and critics' definitions of the evolving black literary tradition and will analyze novels as illustrative examples. We will discuss developments in African-American literature such as the Harlem Renaissance, social realism, universalism, the Black Arts Movement, the New Breed, and the New Black Aesthetic. Authors may include Langston Hughes, George Schuyler, Claude McKay, Jessie Fauset, Richard Wright, Willard Motley, Ann Petry, Ralph Ellison, Addison Gayle, John A. Williams, Ishmael Reed, Toni Cade Bambara, Toni Morrison, and Charles Johnson. **LIT USA** (Mr. Nash)

[AL 356 Slavery and the African-American Literary Tradition]

(Next offered in 2001-2002) **LIT USA**

AL 357 Images of Blackness and Whiteness in American Literature (Fall)

This course explores how 20th-century American authors construct images of blackness and whiteness. Through a close examination of primary texts and a careful consideration of critical and theoretical works, we will consider how these culturally coded images both shape and are shaped by American attitudes about racial identity. Critical readings may include selections by Toni Morrison and bell hooks. Primary texts may include works by W. E. B. Du Bois, Gertrude Stein, James Weldon Johnson, Nella Larsen, William Faulkner, Richard Wright, Sinclair Lewis, Ralph Ellison, Saul Bellow, Toni Morrison, and Charles Johnson. **LIT USA** (Mr. Nash)

AL 450 Seminar in Major Authors (Fall, Spring)

Intensive study of one or two authors. Readings will include secondary sources. Required of all American literature majors and minors. A lengthy term paper will be assigned. Fall authors: Dickinson and Bishop, Spring author: Hawthorne. (Open to junior and senior American literature majors and minors only.) (fall: Ms. Millier, spring: Mr. McWilliams)

AL 500 Special Research (Fall, Spring)
Individual research on a topic not covered in regular offerings. (Select project adviser prior to registration.)

AL 700 Senior Research (Fall, Spring)
Required of seniors who are candidates for departmental honors. In order to complete thesis requirements, students will take AL 700 during both semesters of their senior year. The thesis is due in April. (Select project adviser prior to registration.)

AL 704 Senior Seminar (Fall)
Group discussion of selected works of American literature drawn from the required reading list for majors. Both oral presentations and written work will be required. (Open to senior American literature majors only). (Mr.Newbury)

***Note:** During winter term of their senior year, all American literature majors will take a review seminar culminating in an oral general examination to be held at the end of January.*

ENGLISH

Professors: Cates Baldridge, John Bertolini (chair), John Elder (on leave), Robert Hill, Elizabeth Napier, Jay Parini, David Price; *Associate Professors:* Alison Byerly, Robert Cohen, Gary Margolis (part-time); *Assistant Professors:* Timothy Billings, Kathryn Kramer, Kathleen Skubikowski (part-time; director of College writing and first-year seminar programs), Marion Wells (on leave); *Visiting Assistant Professor:* Daphne Kalotay, Antonia Losano; *Visiting Lecturers:* David Bain, Dan Brayton, Don Mitchell, *Writer in Residence:* Julia Alvarez

COURSES FOR NONMAJORS

The Department of English offers a wide variety of courses in literature that are open without prerequisite to all students in the College. These include the courses listed under "Literary History and Criticism"; all 200-level courses (the EL 203/LI 101-EL 204 sequence is intended for declared or potential majors) and most 300-level courses.

All 300-level and above creative writing courses are workshop courses for which admission is by approval required only. English, American literature, and literary studies majors are generally given first priority. Please be sure to preregister in the English department office at least one week prior to registration.

MAJOR PROGRAM

Required for the Major in English:

New requirements for the major in English (class of 2003 and subsequent classes). *Please note:* students in the class of 2002 may fulfill major requirements using either the old set of requirements, listed below, or these new requirements.

The major in English will consist of a minimum of eleven courses, including:

(1) EL203 or LI101; (2) EL204; (3) a 200 or 300 level EL course in poetry (PO); (4) a 200 or 300 level EL course in narrative fiction (FI); (5) a 200 or 300 level EL course in drama other than Shakespeare (DR); (6) a course on Shakespeare (SH); (7) EL 212, Contemporary Literary Theory (CR), or a course in literary criticism offered by another department with approval of advisor; (8) a 300 or 400 level EL or LS seminar; (9) EL705, the Senior Comprehensive Examination taken in Winter Term of the senior year; (10) and (11) two electives, one of which must be a course in literature before 1800. Students wishing to be candidates for honors in English must elect either a one term senior critical essay (EL700) or a two-term senior critical thesis (EL710). In some cases, up to two courses in American literature may be substituted for the English courses listed above, but this requires approval of the chair of the English department.

In addition, a student who wishes to do senior work (a one or two semester project) in **Creative Writing** must also satisfy the following requirements for a creative writing fiction and nonfiction field, or a creative writing poetry field. Fiction and nonfiction: (1) EL 170; (2) EL 360 or EL 365 or EL 370; (3) and (4) two courses in narrative fiction, e.g. EL 206, EL 207, EL 314, LE 208, EL 209, EL/LI 211, EL/AL 309, AL 301, AL 302, Al/EL 335, AL 340, AL 355. Poetry: (1) EL 170; (2) EL 375; (3) and (4) two courses on poetry, e.g. EL/AL 312 , EL 213, EL 314, AL 307. One of the courses that satisfy (3) or (4) can also be counted toward the general major requirement above, and one of the creative writing courses can count as an elective (the other elective would be the senior project), so doing a field in creative writing will add a total of two courses to the major if you do a one-term senior essay, three if you do a year-long thesis.

Old requirements for the major in English (class of 2001, optional for class of 2002)

(1) A core consisting of seven courses: EL 203 or LI 101 and EL 204 plus distribution courses. One distribution course must be chosen from each of the following groups: (I) Medieval and Renaissance literature; (II) 17th and 18th century literature; (III) literature after 1800; (IV) literary history and criticism; (SH) Shakespeare. Distribution categories: (I) EL 300, EL 301, EL 302, EL 303, EL 324, EL334; (II) EL 206, EL 304, EL 305, EL 306, EL307, EL/LS 308, EL 324, EL 334; (III) EL 207, EL 208, EL 209, EL 213, AL 202, EL 229, EL 230, EL/AL 231, EL 310; (IV) EL 114, EL 120, EL/WS 205, EL/LI 211, EL 215, EL 218, EL239, EL 314, EL 310; (SH) EL 319, EL 320, EL 321.

(2) A field (five courses, one of which is a seminar, in drama, novel, poetry, creative writing, or in a field defined by the student and approved by the department)

(3) The senior program (one, two, or three courses)

Fields: A field is a minimum of four courses informed by a coherent principle plus a seminar in a subject appropriate for the field. Up to two of the same courses but no more than two may be used to fill both distribution and field requirements:

Drama: (1) CL 152; (2)EL 324 or EL 306 or EL 308; (3) EL 321 or EL 319 or EL 320; (4) EL 229 or EL 230 or EL/AL 231 or EL 310; or an approved drama or film course in a department other than English; (5) a seminar.

Narrative Tradition and the Novel: (1) EL 206; (2) EL 207, EL 209 or EL 314; (3) EL 208 or EL/LI 211; (4) EL 302 or AL 301 or AL 302 or EL/AL 309 or AL 300 or an approved fiction course in a department other than English; (5) a seminar.

Poetry: (1) EL 170 or EL 204; (2) EL 303 or EL 304 or EL 307; (3) EL 213 or EL 314; (4) EL/AL 312 or AL 307 or an appropriate poetry course in a department other than English; (5) a seminar.

Creative Writing-Poetry: (1) EL 170; (2) EL 375; (3) and (4) two of EL/AL 312, EL 213, EL 314, AL 307; (5) a seminar.

Creative Writing-Fiction and Nonfiction: (1) EL 170; (2) EL 360 or EL 365 or EL 370; (3) and (4) two of EL 206, EL 207, EL 314, EL 208, EL 209, EL/LI 211, EL/AL 309, AL 301, AL 302, AL 340; (5) a seminar. Where appropriate, TH courses in playwriting and screenwriting may be substituted.

Majors seeking to define fields may, in consultation with their advisers, propose to the department chair alternative fields or different courses within the five fields listed above. For example, some literature courses in foreign languages and in classics may be substituted for courses in drama, novel, and poetry as long as the coherence of the field is maintained. Areas within which fields can be defined are, for example, the literature of nature; women's literature; pastoral literature; and intensive studies of periods and cultures (such as Renaissance, 18th century, 19th century, modernism, contemporary literature), with courses in history, art, music, religion, philosophy, foreign languages, American literature included. Those seeking to define joint majors with English and another department may, through the way the field is defined, be able to meet all of the requirements for the major in English, and thus may wish to consider a double rather than a joint major.

A student entering the major should discuss a plan for the entire major program with an adviser in the department or with the chair. It should be noted that most distribution courses will not be offered every year: in groups I, II, and III. There will normally be two each year and in group IV normally there will be four. Enrollments in distribution courses may be limited; therefore, it may not always be possible for a student to take a particular course in the year of his/her first choice. Seniors, then juniors, have priority for places.

Seminar topics will change from year to year. In general, two factors are important: the seminar elected should be an appropriate enhancement of the rationale for the field, but it may not always be possible for a student to enroll in the seminar of his/her first choice.

Students who plan on attending graduate school in literature are advised to include at least a broad representation of American literature in their course selections (for example, especially AL 202 and several of the following: AL 201, AL 203, AL 204, AL 301, AL 302, AL 307 or EL/AL 312, EL/AL 309). LS 705, Senior Colloquium in Literary Studies, which focuses on major European works from antiquity through the twentieth century, is also an appropriate selection, and can be used to fill the seminar requirement for the English major.

Joint Major

A joint major in English requires a minimum of seven courses, including the following: (1) EL 203 or LI 101; (2) EL 204; (3) a 200 or 300 level EL course in poetry (PO); (4) a 200 or 300 level EL course in narrative fiction (FI); (5) a 200 or 300 level EL course in drama (DR); (6) a course on Shakespeare (SH); a senior project that brings together aspects of the two majors (typically an essay, thesis, or seminar appropriate to both fields, should such a seminar be available). Joint majors must be approved by the chairs of both departments or programs involved.

Minor

EL 203 or LI 101; EL 204; one EL poetry course at the 200 or 300 level; one EL drama course at the 200 or 300 level; one EL narrative fiction course at the 200 or 300 level; one additional EL literature elective.

Note: At least one of the courses selected to complete the minor must be at the 300 level.

Senior Program

The senior program includes the required winter term seminar and examination (see description below) and an optional one-term essay or a two-term thesis (EL 700, 701, EL 710, or 711). Normally seniors register for one unit of EL 700 or 701 or EL 710 or 711 in the fall term and register for the winter term program in the winter term. Students undertaking two-term theses normally complete them during spring term.

Honors: Departmental honors will be determined on the basis of course grades, essay or thesis grade, and the winter term program grade. For honors in any of the three categories (honors, high honors, highest honors), College rules specify a minimum average of B in course grades and a minimum grade of B on the essay or thesis. To qualify for highest honors the department requires a minimum of B+ in each of the three areas (course grades average, thesis or essay, and the winter term senior program). In determining the numerical average of course grades all courses designated EL will be counted, as will all other Middlebury courses that fulfill requirements for the major. Departmental grade averages for each level of honors are: highest honors, A+; high honors, A or A-; honors, B+.

Comprehensive Examination Program: Each year the department faculty devises a reading list of 12-15 works covering all periods and genres of English literature and each winter term several faculty jointly teach a series of seminars exploring connections among those works. (Students will receive the next year's reading list at the end of their junior year). The course will exercise and test skills of close reading, analysis, and comparison. In addition to regular seminars, the senior program includes weekly guest lectures, panel discussions, and related social events. At the conclusion of the winter term, students take an oral and written examination. The Senior Comprehensive Exam winter term program is required for completion of the major.

See Seminars, Junior Seminars, and Theses and Essays below for prerequisites to Senior Critical Essays and Theses and Senior Creative Writing Projects. Normally, essays and theses are critical studies of some aspect of an author's work, but students who have completed two 300-level writing workshops may petition to undertake a creative writing project. Each senior is assigned to a faculty member for guidance on the essay or thesis.

Fall term and spring term senior essays must be submitted no later than the last day of classes. Late essays will receive a grade no higher than C. Senior theses (two-term projects) must be submitted no later than two weeks before the last day of classes in either term. Late theses will receive a grade no higher than C and will have no oral examination or outside reader. No one is permitted to register for the second term in a thesis program unless he or she has accomplished and submitted a substantial amount of work during the first term.

College Writing Program

EL 203, or LI 101 satisfy the College writing requirement. Some sections of other courses may also fulfill this requirement: consult the Web catalog for changes and additions.

Courses below that fulfill the "old" departmental distributional requirements are so indicated by the number of the group, (I, II, III, or IV) in parentheses, and (SH) for the Shakespeare requirement. Courses below that fulfill the "new" genre requirements are designated with the abbreviations FI (Fiction), PO (Poetry), DR (Drama), CR (Criticism), and SH (Shakespeare).

Literary History And Criticism

These courses (EL/WG 114, EL/AL 215, EL/AL 117, EL 212) are recommended for students, primarily in their first or second years, with interests in comparative, thematic, and theoretical approaches to literature. These courses are especially suitable for meeting the College distribution requirement.

[EL/LI 110 Continental Fiction (III)]

EL/WG 114 Reading Women's Writing (IV) (Fall)

Why and how do women write? Does literary history reveal distinctive styles, patterns, and continuities in the works of female authors? We will begin to address these questions through our close reading of a wide variety of women's literature in English, including poetry, fiction, essays, and drama from the 18th through the 20th centuries. Secondary readings will reflect on the concept of gender as a central organizing principle. Employing various methods of literary analysis, the course will address issues of interest to students in a wide range of disciplines, including philosophy, psychology, and history, as well as literature. **LIT** (Ms. Losano)

[EL 123 Shakespeare for All Majors]

EL 212 Introduction to Contemporary Literary Theory (IV) CR (Spring)

This course will introduce several major schools of contemporary literary theory. By reading theoretical texts in close conjunction with works of literature we will illuminate the ways in which these theoretical stances can produce various interpretations of a given poem, novel, or play. The approaches covered will include New Criticism, Psychoanalysis, Marxism and Cultural Criticism, Feminism, and Post-Structuralism. These theories will be applied to works by Shakespeare, Wordsworth, The Brontës, Conrad, Joyce, and others. The goal will be to make students critically aware of the fundamental literary, cultural, political and moral assumptions underlying every act of interpretation they perform. **LIT EUR** (Mr. Baldridge)

EL/AL 215 Visions of Nature (IV) (Fall, Spring)

This course will focus on writers who have influenced the modern environmental movement, or who suggest where it might go from here. While the syllabus will change from semester to semester with the instructor, Thoreau and Leopold will remain central to it. The study of literature will be complemented by consideration of the visions of nature found in landscape painting and photography. (Intended for first- and second-year students; all others by waiver only.) **LIT** (fall: Mr. McWilliams, spring: Mr. Mitchell)

Literature

The EL 203-EL 204 sequence introduces students to skills of close reading and analytical writing, and in some depth to writers whose works are regarded as central to the English literary tradition. Those intending to major in English are advised to complete the EL 203 (or LI 101)/EL 204 sequence before they elect other courses above the 200 level. EL 203, and LI 101 are writing intensive courses that meet the College writing (CW) requirement. EL 203 (or LI 101) is a prerequisite to EL 204.

EL/AL 117 The Modern Short Story (Spring)

In this course we will approach the short story as a distinct prose genre, beginning with work by Edgar Allen Poe and Guy de Maupassant and concluding with stories by contemporary British and American authors. Noting the influence of Anton Chekhov and James Joyce, we will examine the growth of the genre in America and survey various trends in the form, from "local color" sketches and realistic tales to experiments in modernism and postmodernism. Throughout, we will consider issues of structure, characterization, style, and voice. Other authors may include Anderson, Barthelme, Borges, Bowen, Carver, Cheever, Faulkner, Hemingway, Lawrence, Moore, O'Connor, Paley, and Welty, as well as a sampling of work by current writers. **LIT EUR** (Formerly EL/AL 217) (Ms. Kalotay)

EL 203 Interpretation of Literature (CW 15) (Fall, Spring)
This course seeks to develop skills for the close reading of literature through discussion of and writing about selected poems with some attention to drama and short fiction. Taught in small sections with frequent writing assignments. (Open to sophomores and first-year students who have completed the first-year student seminar requirement, who intend to major in English, American literature and civilization, or literary studies; open to other students, space permitting.) **LIT** (staff)

EL 204 Chaucer, Shakespeare, Milton (Fall, Spring)
A course designed as a continuation of EL 203 or LI 101; students will study and discuss selections from Chaucer's *Canterbury Tales,* two of Shakespeare's plays, and Milton's *Paradise Lost* in its entirety. (EL 203; advanced literary studies majors by waiver.) (staff)

[EL/WG 205 A Room of Their Own: Mothers and Daughters]

[EL 206 Early English Novel (II)]

EL 207 Nineteenth-Century English Novel (III) FI (Fall)
This course will explore the reasons why the 19th century is the great age of the novel in England. Far from merely reflecting the society that created it, the 19th century novel played an active part in constructing its readers' ideas of gender and sexuality, imperialism and colonialism, class, religion, commerce, and more. We will investigate how the 19th century novel grew into a rich and influential genre that tackled every aspect of Victorian life, from romantic love to international politics. We will pay close attention to the range of narrative techniques novelists employed to help them represent and reshape a complex society. Authors may include Jane Austen, Charlotte and Emily Brontë, Charles Dickens, Anthony Trollope, Wilkie Collins, Elizabeth Gaskell, George Eliot, and Thomas Hardy. **LIT EUR** (Mr. Baldridge)

EL 208 Twentieth-Century English Novel (III) FI (Fall, Spring)
This course will explore the development of the novel in this century, with a primary focus on writers of the modernist period and later attention to more contemporary works. We will examine questions of formal experimentation, the development of character, uses of the narrator, and the problem of history, both personal and political, in a novelistic context. Readings will include novels by Conrad, Joyce, Forster, Woolf, and others. **LIT EUR** (Ms. Kramer, Mr. Price)

[EL 209 Wordsworth and the English Novel (III)]

[EL/LI 211 The Realistic Novel (IV)]

EL 213 English Romanticism: Poetry and Art (III) PO (Spring)
Beginning with the poetry and visual art of William Blake and continuing through Wordsworth, Coleridge, Byron, Keats, and Shelley, this course will consider the major poetic figures in the Romantic period (1789-1832). In addition, we will investigate paintings by Turner, Constable, Martin, Fuseli and other artists whose visual art both inspired and was inspired by the extraordinary literature of the period. Using these two art forms, we will explore themes such as gender, nationalism, and revolution (both artistic and political). Readings may also include selected prose from the period, such as works by De Quincey, Scott, and Mary Shelley. **LIT EUR** (Ms. Losano)

[EL 229 Modern British Drama: 1890-1950 (III)]
LIT

[EL 230 Contemporary British Drama: 1950 to the Present (III)]
LIT EUR

[EL/AL 231 American Drama 1930-1960 (III)]
LIT ART USA

EL/TH 239 The Cinema of Alfred Hitchcock (IV) (Spring)
The cinematic artistry of Alfred Hitchcock in a dozen of his major films (mainly from the 1950s, including *North by Northwest, Psycho, Rear Window, The Trouble with Harry,* and *Vertigo,* with attention to Hitchcock's style and technique, his obsessive images (such as dangling over the abyss), and his characteristic themes (the transfer of guilt, the double, etc.) and with a focus on the figure of the artist in Hitchcock's work. Issues such as the relationship of film to narrative fiction and to dramatic literature will also be explored. **ART USA** (Mr. Bertolini)

[EL 300 Medieval Literature (I)]
LIT

EL 301 Chaucer and the Fourteenth Century (I) PO (Spring)
This course will examine 14th-century England through Chaucer's art. It was a calamitous century that began with a coherent set of beliefs and ended with them vanishing on the horizon. In between it featured plague, wars, famine, schism, and regicide. But the 14th century featured, as well, the last and most shining moments of chivalry and enduring artistic achievements. We will read Chaucer's major works, *The Canterbury Tales, Troilus, The Book of the Duchess*, and sample some contemporaries: the *Gawain* poet, Dante, Boccaccio, and the anonymous authors of fabliaux and romances. **LIT EUR** (Ms. Skubikowski)

[EL 302 Medieval and Renaissance Narrative: Chaucer and Spenser (I)]

EL 305 Eighteenth-Century Poetry and Prose (II) PO (Fall)
Major literary works of the 18th century, with special emphasis on the shift from classic to romantic modes around the middle of the period. Attention will also be paid to the popular and visual arts of the time (newspapers; entertainment at fairs; painting; architecture; gardening). **LIT** (Ms. Napier)

EL 306 Restoration and Eighteenth-Century Drama (II) DR (Spring)
An appreciation and critical analysis of the language, style, wit, humor, and ethos of British comic drama from 1660-1790 by such authors as Congreve, Wycherley, Vanbrugh, Goldsmith, and Sheridan. Some attention will be paid to literary context through a sampling of the fiction of Fielding and the poetry of Pope. **LIT** (Mr. Bertolini)

[EL 307 Neoclassic and Romantic: Changes in English Poetry, 1700-1830 (II)]

[EL 308 Seventeenth- and Eighteenth-Century English and European Drama (II)]

EL/AL 309 Contemporary Literature (III) FI (Fall)
This course will explore some of the seminal works of post-war literature written in English, concentrating particularly on the period just before our own. Writers studied will include Ralph Ellison, Saul Bellow, Thomas Pynchon, Vladimir Nabokov, Don DeLillo, Walker Percy, Joan Didion, Martin Amis, and others. **LIT** (Mr. Cohen)

[EL 310 Modern Drama (III)]

EL/AL 312 Modern Poetry (III) PO (Fall)
This course will examine the nature and achievement of the major modern poets of Britain and America during the modern period, beginning with the origins of poetic modernism in the work of Gerard Manley Hopkins, Emily Dickinson, and Walt Whitman. The central figures to be studied are William Butler Yeats, T.S. Eliot, Robert Frost, Wallace Stevens, and W.H. Auden. The course will conclude with a look at some after-echoes of modernism in the work of Elizabeth Bishop and others. Two papers, one exam, with occasional oral presentations in class. **LIT** (Mr. Parini)

EL 314 Darwin among the Poets: Monkeys, Cats, and Black Holes (IV) PO (Spring)
Scientific determinism lies at the core of the Victorians' problem with themselves. This course will deal with the impact of Newtonian physics and the Darwinian hypothesis as evident primarily through a study of the novel, poetry, and prose writings from major figures from mid-19th century to the present. In the novel, Hardy and Conrad; from poetry, Tennyson, Arnold, Hardy, and Frost; in prose, some attention to short excerpts from Lyell, Mill, Darwin, and Huxley, with access to commentary from such modern figures as Russell, Einstein, Pagels, Weinberg, Feynman, and Hawking. I will attempt to bring the implications of the 19th-century "New Science" up to date. We will conclude with a possible reconciliation through quantum mechanics of two great opposing laws: Darwinism and the second law of thermodynamics. **LIT** (Mr. Hill)

EL/AL 316 The Poetry of Robert Frost PO (Fall)
We will take our cue from MacLeish's remark: "Frost has looked as long and deeply into the darkness of the world as a man well can ... he met the Furies on their own dark ground." Reading all of Frost's poetry, and much of his prose, classes will focus on "major" poems. Secondary reading in biography, criticism, letters is expected. A part of our effort will be to evaluate Frost's achievements among his (more or less) contemporaries, i.e., Yeats, Eliot, Stevens, et. al. (Mr. Hill)

[EL 319 Shakespeare's Comedies and Romances (SH)]

EL 320 Shakespeare's Tragedies and Histories (SH) (Fall)
An intensive consideration of language, style, character, and structure first in Shakespeare's epic history-play cycle, *Richard II, Henry IV*, and *Henry V,* and then in the major tragedies, *Hamlet, King Lear*, and *Coriolanus*. **LIT EUR** (Mr. Bertolini)

EL 321 Shakespeare (SH) (Spring)
This course is designed to sample the breadth of Shakespeare's dramatic art, from *Titus Andronicus* to *The Tempest*, with an eye to understanding both how the plays may have resonated for his first audiences on stage and how subsequent readers have drawn their own meanings from the published texts. We will therefore pay particular attention to such dramaturgical issues as the construction of character and of plot, the reworking of sources, spectacle, meta-theatricality, and versification, as well as consider what political and commercial implications these plays might have had during Shakespeare's life and what meaning they hold for us today. **LIT EUR** (Mr. Billings)

[EL 324 Renaissance Drama (I or II)]

[EL 334 Sixteenth and Seventeenth Century Lyric (I or II)]

EL/AL 335 The English and American Nineteenth Century Novel (III) FI (Spring)
See Department of American Literature and Civilization listings for description. (Mr. Newbury)

SEMINARS

The process or activity of the seminar is as important as the subject. In each seminar there will be close analytical discussions of the reading, and those discussions will form the basis for extensive writing requirements. Seminars that fill distribution requirements for the major in addition to field requirements are so indicated.

Registration for the seminar program is organized by a departmental committee before the normal registration period. Inquire at the department office for application procedures at least one week before registration. Students not majoring in English are welcome and encouraged to apply. Students abroad, or studying elsewhere during their junior year, should indicate their seminar preferences well in advance of each registration period and should have someone register for them.

JUNIOR SEMINARS

Designed to help students improve skills useful in writing senior essays or theses, these seminars include substantial writing, as well as discussion of research and critical methods. Open to seniors when space is available.

[EL/WG 351 Junior Seminar: The Brontës: A Critical History]

[EL/ES 352 Junior Seminar: Wordsworth and Basho]

SENIOR SEMINARS

Courses that meet the English department requirement for critical or creative senior thesis work are listed below. Junior seminars, and some seminars offered by other departments and/or programs, when appropriate to the field, may also be used to fill the seminar requirement.

EL 400 Seminar: Acts of Transgression: The Novel, 1722–1915 (Spring)
A study of transgressive acts and desires in selected works of English fiction from the 18th to the 20th century. We will consider novelistic acts of violation (of civil and literary law, of laws of nature, of ethics, of human contracts) and their relationship to heroism. Among the works to be examined are *Moll Flanders* (1722), *Caleb Williams* (1794), *Frankenstein* (1818), *The Mill on the Floss* (1860), *The Moonstone* (1868), *The Strange Case of Dr. Jekyll and Mr. Hyde* (1886), *Tess of the d'Urbervilles* (1891), *Heart of Darkness* (1902), and *The Good Soldier* (1915). A central concern of the seminar will be whether heroism can occur without acts of transgression and whether the novel is by nature, as Tony Tanner has argued, a transgressive form (and what exactly that might mean). Approval required. (Please apply at department office.) (Ms. Napier)

EL 402 Seminar: The Modernist Moment (Spring)
This course will focus on those decades in the early part of this century—roughly from 1914-1930—when poets on both sides of the Atlantic were deeply affected by the international modernist movement, which also swept the worlds of painting and music. In addition to reading some critical work on modernism, students will be expected to look closely at the work of poets such as T.S. Eliot, W.B. Yeats, Robert Frost, Wallace Stevens, and W.H. Auden. Students will be expected to write a lengthy final paper and to offer regular classroom presentations. Approval required. (Please apply at department office.) (Mr. Parini)

EL 406 Seminar: Shaw, Stoppard, and the Play of Ideas (Fall)
In the 1890s Bernard Shaw introduced into British drama the play of ideas—a play which takes as its theme a social or philosophical problem—and combined it with the traditions of farce and high comedy to create a highly idiosyncratic kind of drama. For the past three decades Tom Stoppard has continued that tradition of wit and intellectual comedy. This seminar will study closely how these two playwrights have given vital form to the play of ideas in a dozen of their major plays. Approval required. (Please apply at department office.) Mr. Bertolini

[EL 408 Seminar: D.H. Lawrence]

[EL 409 Seminar: James Joyce]

[EL/AL 411 Seminar: The Poetry of Robert Frost]

[EL 412 Seminar: The Novel's Narrators]

[EL/WG 413 Seminar: The Heroine as Hero (Spring)]

EL 423 Seminar: Shakespeare: The Movie SH (Fall)
Through a close reading of four plays—*Henry V, Othello, Richard III,* and *Romeo and Juliet*—and at least two film versions of each, this course will examine every aspect of the adaptation of Shakespeare's plays to the screen, from cinematography, casting, and theatre history, to more philosophical questions such as how we understand what an adaptation is and what meanings the plays and "Shakespeare" as a figure have for us today. Students should have a commitment to the advanced study of Shakespeare and have had at least some exposure to film analysis or visual studies (photography, art history, etc.) 3 hrs. lect./disc. plus screenings. Approval required. (Please apply at department office.) (Mr. Billings)

EL/LS 705 Seminar: Senior Colloquium in Literary Studies FI (Fall)
See Program in Literary Studies listings for description. *(Approval required)* (Mr. Donadio)

WRITING

All writing courses are workshops; therefore, places are limited, and, except for EL 170, admission is by waiver. English and American literature majors are generally given priority, then concentrators. Please come to the English department office at least one week prior to registration.

Level One
The first level of Middlebury's creative writing curriculum is designed to give students practical knowledge of

the basics of craft. Because the faculty is convinced that it is best for students at the entry level to work in more than one genre, we recommend EL 170 as the entry course to the writing sequence, although EL/TH 218 or EL/TH 240 may be substituted. See course descriptions for details.

EL 170 Writing Poetry, Fiction, and Nonfiction (Fall, Spring)

An introduction to the writing of poetry, short fiction, and nonfiction through analysis of writings by modern and contemporary poets and prose writers, and regular discussion of student writing. Workshops will focus on composition and revision, with particular attention to the basics of form and craft. This course is a prerequisite to EL 360, EL 365, EL 370, and EL 375. **ART** (fall: staff, spring: staff)

EL/TH 218 Playwriting I (CW 15) (Fall)

See Department of Theatre, Dance, and Film/Video listings for description. (Mr. Yeaton)

EL/TH 240 Screenwriting Workshop I (CW 12) (Fall, Spring)

See Department of Theatre, Dance, and Film/Video listings for description. **ART** (fall: Mr. Mitchell, spring: staff)

Level Two

The second level of courses in the writing sequence consists of single-genre workshops designed to give students further experience working in particular genres in depth. Admission is by waiver. Students must have taken the appropriate Level One prerequisite course. A student wishing to take a Level Two workshop without the appropriate prerequisite may do so by waiver of the instructor; the student must submit a portfolio of appropriate work to the department at least a week in advance of registration. Level Two courses (except EL 365) may be elected more than once, provided the student has a grade of B or better in the first Level Two course.

EL/TH 341 Screenwriting Workshop II (Spring)

See Department of Theatre, Dance, and Film/Video listings for description. (Mr. Mitchell)

EL 360 Workshop: Nonfiction (Winter)

Study and practice in techniques of nonfiction writing through workshops and readings in the contemporary essay. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 163 or EL 107 and approval; apply at department office.) (Mr. Bain)

EL 365 Workshop for Nature Writers (Winter)

(See Winter Term 2001 Course Catalog for description. Apply at department office.) **ART** (Mr. Mitchell)

EL 370 Workshop: Fiction (Fall, Winter, Spring)

Study and practice in techniques of fiction writing through workshops and readings in short fiction and novels. Class discussions will be based on student manuscripts and published model works. Emphasis will be placed on composition and revision. (EL 170) (Approval required for this course; please apply at the department office, Munroe 111.) **ART** (Ms. Kalotay, Ms. Kramer, staff)

EL 375 Workshop: Poetry

(May be offered in winter term 2001)

Level Three

The third level of courses in the writing sequence consists of writing tutorials for students who have completed one Level One and two Level Two workshops. Students planning to do a senior essay or thesis in creative writing in the English or American literature major must have taken two Level Two workshops with a minimum average of B+ for the two workshops. No more than one 300-level workshop may be taken in winter term.

SPECIAL PROJECTS

The department will consider applications from qualified students who wish to undertake advanced tutorials in literature, dramatic literature, and writing. A student proposing a tutorial should, after discussion with a possible project director and with his/her adviser, submit a brief written proposal to the department office two weeks prior to registration. Creative writing projects (EL 560) may be undertaken after completion of the introductory and two Level Two workshops in writing.

EL 500, EL 520, EL 560 Special Projects (Fall, Spring)

THESES AND ESSAYS

Students who are interested in writing a critical or creative thesis (two terms) or essay (one term), and who have completed the prerequisite courses (either a junior or senior seminar, or two 300-level writing workshops) should elect either EL 700, EL 701, EL 710, or EL 711. Proposals should be discussed with a department faculty member who might serve eventually as an adviser or reader for the project, and brief descriptions should be submitted to the department office a week before registration. Sections may include seminars, workshops, and tutorials; the staff member identified with each will serve as general adviser and as coordinator for students and individual project advisers. Students should register each term for the appropriate section described below. Students who are undecided as to whether to undertake a thesis or essay should register for an essay (EL 700 or EL 701), which can be converted to a thesis if work proceeds well during the first term.

EL 700 Senior Essay: Critical Writing (Fall, Spring)

Discussions, workshops, tutorials for those undertaking one-term projects in literary criticism or analysis. (staff)

EL 701 Senior Essay: Creative Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking one-term projects in the writing of fiction, poetry, or nonfiction. (staff)

EL 710 Senior Thesis: Critical Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking two-term projects in literary criticism or analysis. (staff)

EL 711 Senior Thesis: Creative Writing (Fall, Spring)
Discussions, workshops, tutorials for those undertaking two-term projects in the writing of fiction, poetry, or nonfiction. (staff)

EL 720 Senior Comprehensive Program (Winter)
Reading and discussion of selected texts in seminars, panels, symposia, and tutorials with evaluation through papers, oral presentations, and a written examination. Required of all English majors. (staff)

FOREIGN LITERATURE IN TRANSLATION

CHINESE

CS 130 The Chinese Literary Tradition (in translation) (Spring)
An introduction to the works of history, philosophy, poetry, and fiction that formed the basis of traditional Chinese culture. Our reading will take us from the 12th century B.C.E. to the 14th century C.E. and will include selections from the Book of Odes, Songs of the South, Daoist literature, Records of the Grand Historian, Tang Dynasty poetry by Li Bai and Du Fu, and fiction from the Song and Ming dynasties. These texts disseminated ideas that helped shape the traditional Chinese understanding of the world and provided models of what was perceived to be powerful, beautiful language. (No background in Chinese culture or language needed.) **LIT OTH** (staff)

CS 216 Traditional Chinese Fiction in Translation (Fall)
Early accounts of the mysterious and traditional Chinese detective stories will be taken up followed by extensive readings from some of the best known Chinese novels, such as the comedic Buddhist/Taoist allegory *Journey to the West, The Dream of the Red Chamber* (also known as *The Story of the Stone*), and the erotic *Plum in the Golden Vase.* This course will also explore the complex relationships between works of fiction and other genres in China, the linkages between oral and written literature, and various narrative structures, modes of characterization, and style typical of Chinese fiction. **LIT OTH** (staff)

[CS 220 Modern Chinese Literature, Art, and Politics: The Search for a New Identity]

CS/TH 250 Contemporary Chinese Cinema (Spring)
Chinese cinema has emerged as a medium of great social significance and undeniable artistic vitality. This course begins with a look at the history of film in China since the 1930s and then moves to an in-depth study of China's fifth and sixth generation film makers of the 1980s and 1990s, Taiwan's "new wave," and popular cinema from Hong Kong. We will examine features unique to the films produced in different Chinese film industries as well as the aesthetic and ideological continuities that cut across political boundaries to create a "cultural China." The course focuses on the screening and discussion of films such as Wu Yonggang's *The Goddess* (1934), Zhang Yimou's *To Live,* Hou Hsiao-hsien's *City of Sadness,* Edward Yang's *A Brighter Summer Day,* and Wong Kar-wai's *Fallen Angels.* (No prerequisites; some familiarity with modern Chinese studies or film studies useful.) **ART OTH** (Mr. Moran)

[CS 325 Traditional Chinese Poetry (in translation)]

CS 340 Seminar in Modern Chinese Literature and Society (in translation) (Fall)
Intended primarily for CS and IS students majoring or minoring in Chinese literature and culture, this course emphasizes skills useful for research and analysis of modern Chinese literature and culture. The topic in Fall 2000 is post-Mao China; we will take an in-depth look at developments in Chinese literature during two decades of tumultuous change. We will read "scar" literature of the late 1970s, "roots" literature of the mid-1980s, reportage that sparked controversy during the Democracy Movement of 1989, and examples of experimental and popular fiction from the 1990s. We will consider the ways in which important events in China since 1976 (the Cultural Revolution, for example) have been remembered, imagined, and given meaning, and we will look at the ways in which important questions (about national identity, for example) have been raised and contested in literature. Our reading will include novels such as Mo Yan's *Red Sorghum* and Wang Shuo's *Playing for Thrills* as well as secondary work such as Geremie Barmé's *In the Red* and Ben Xu's *Disenchanted Democracy.* (Prerequisites: 1) CS 103 or a higher level Chinese language course, and 2) either HI 112 or CS 220 or HI 332 or by waiver) **OTH** (Mr. Moran)

CS/LS 360 Introduction to Literary Theory and Criticism (Spring)
An overview of various literary theories and critical approaches to the reception and analysis of literary texts, this discussion-based junior/senior seminar will introduce concerns central to Western literary theories while familiarizing students with contemporary critical terminology. From Aristotle's *Poetics* and Lu Ji's *Wenfu* to post-modernism, from issues of "literariness," authorial intention, hermeneutics, and narratology, this seminar will provide an overview of premises and practices drawn from Russian formalism, new criticism, and structuralism as well as Freudian, Marxist, feminist, and postmodernist theories. Works by Coleridge, Lu Xun, Natsume Soseki, Dickens,

Kafka, Borges, etc. will be studied from a variety of critical perspectives. (Prior completion of four semesters of college study and of at least three college-level literature courses strongly recommended, including LI 101 or EL 203; priority enrollment given to seniors and juniors majoring in CS and LS, or obtain instructor's approval in advance.) (Mr. Berninghausen)

French

[FR 120 Women Writers in France]

[FR/IS 449 Imperialism and Culture]

[TH 241 French Cinema (In English)]

[FR/WG 225 Women and Fascism]

German

[GN/TH 314 German Cinema (in English and in German)]

GN 325 Representing the Unthinkable: The Holocaust in Art and Literature (in English) (Spring)
Since the end of World War II, historians, social scientists, and psychologists have tried to find reasons and explanations for the Holocaust in Germany. Yet these accounts cannot fully satisfy our quest for understanding. Can art and literature illuminate those dimensions left unanswered by historical and psychological approaches? This course presents an overview of Holocaust representations in art and literature. Examining paintings and films, and reading survivors' testimonies, novels, poetry, and even comics, we address the following questions: How can art and literature represent the Holocaust? How can words express Auschwitz? Can the Holocaust be represented at all? **LIT EUR** (Ms. Schaumann)

[GN/LI 333 Dealing with the Devil: The "Faust" Tradition (in English)]

Italian

[IT 292 Contemporary Italian Women Writers in Translation]

[IT 294 Modern and Contemporary Italian Literature in Translation]

[IT 296 Literature of the Italian Renaissance (in English)]

[IT 298 Italy in World War II: Memory, Myth, and Martyrdom in Literature and Film (in English)]

Japanese

JA 216 Traditional Japanese Literature in Translation (Fall)
This course is an introduction to Japanese literature from ancient times to the late Medieval period. We will discuss the Japanese poetic tradition; the relationship between literature and religious beliefs; and issues of gender, sexuality, and subjectivity. Readings will include Noh plays and the great prose work *The Tale of Genji*. **LIT OTH** (Mr. Gardner)

JA 220 Twentieth-Century Japanese Fiction in Translation (Spring)
An examination of a century of Japanese prose literature, from the 1890s to the present day. The persistence of tradition, the impact of foreign models, modernity, individuality, postmodern issues, and the problems of literature as the conscience of culture will be discussed. Authors include Soseki, Mishima, Murakami, and the recent Nobel Prize winner Oe Kenzaburo. **LIT OTH** (Mr. Gardner)

JA/TH 237 Japanese Film (in English) (Fall)
This course presents a cultural analysis of Japanese film, among the first to win international recognition as a "national cinema." The competing relationships between text and image and between modern and traditional expression will be examined through representative films and readings. Directors include Mizoguchi, Kurosawa, and Imamura. (Formerly JA 226; students who have completed JA 226 are ineligible to take this course.) **ART OTH** (Ms. Cavanaugh)

JA 320 Natsume Soseki and the Modernization of Japan (in English) (CW 5) (Fall)
This course examines the representative prose writings of Natsume Soseki (1867-1916), Japan's most important early modern novelist. Through close reading and group discussion of his fiction, we will consider the profound impact of rapid modernization on Japanese individuals and society. Novels will be read in chronological order, and special attention will be given to the social and historical context of the Meiji Period (1868-1912), the time during which Japan transformed itself with unprecedented rapidity into a powerful, modern nation. Novels to be read include: *Botchan, The Three-Cornered World, And Then, The Gate, Kokoro* and *Grass by the Wayside*. **LIT OTH** (Mr. Stahl)

[JA 325 Japanese Language and Culture (in English)]

JA 330 Japanese Visual Culture (in English) (Spring)
This course will explore the vibrant world of Japanese visual culture, viewing and analyzing examples from Japanese prints, films, graphic design, manga (comics), and anime (animation). The course will aim to enhance visual literacy vis a vis Japanese culture, and to cultivate critical awareness and cross-cultural perspective on the role of visual media in our own daily lives. Readings and viewings will include a combination of

primary and theoretical works. For the class project, students will work in teams to develop the course's Web site, contributing their own analyses, links, and annotations. **ART OTH** (Mr. Gardner)

JA/WG 350 Gender in Japan (in English) (Fall)
In this course we will examine changing ideas about gender and sexuality in Japan in the 10th through 20th centuries, with special attention to the modern period. Sources will include literary texts, films, and social/historical studies. We will discuss topics including women's writing in classical Japan; the commercialization of sexuality in the 18th century; ideas of 'homosexuality' in late medieval and modern times; and women's social roles and political struggles in the 20th century. **LIT OTH** (Mr. Gardner)

JA 360 Pacific War Experience in Japanese Literature and Film (in English) (Spring)
This course studies literary and cinematic depictions of Japanese experience of the Pacific War. Drawing on survivor psychology theory, we will examine Japanese writers' and directors' artistic reconstructions of battlefield, homefront, and occupation experience. Issues to be considered include the psychological effects of traumatic experience, memory, survivor guilt, impaired mourning, victimization, memorialization, and what is necessary to "master" and fully recover from the wartime past. Works to be read/screened include: *The Harp of Burma, Fires on the Plain, Black Rain, Grave of the Fireflies* and *The Emperor's Naked Soldiers.* **LIT OTH** (Mr. Stahl)

RUSSIAN

RU 122 The Russian Mind (in English) (Spring)
An introduction to the dominant themes of Russia's past and their impact on the shaping of the present-day Russian mind. We will investigate how the occidental and oriental elements blend into a unique Euro-Asian culture, nation, and world power. The topics selected for investigation include: Slavic mythology; Russian Orthodoxy; the concept of autocracy and the legacy of Peter the Great; Pushkin, Gogol, Dostoevsky, and Tolstoy; origins of Russian radicalism; the legacy of Lenin and Stalin, Khrushchev, Brezhnev and Gorbachev, and a look at Boris Yeltsin and beyond. **LIT HIS OTH** (Ms. Smorodinska)

RU 151 Russian Literature's Golden Age: 1830-1880 (in English) (CW 10) (Fall)
Duels, ghosts, utopias, murders, prostitution, and adultery—these are the raw materials Russian authors turned into some of the world's greatest literature. This course is an introduction to Russian literature of the 19th century, from the short stories of Pushkin and Gogol to the great novels of Dostoevsky and Tolstoy. The centrality of literature in Russian society and the interrelations among the authors and texts will be discussed. How do the authors combine reality, fantasy, and philosophy to make these works both uniquely Russian and universal? A limited number of spaces are available for students wishing to satisfy the College writing requirement. **LIT EUR** (Mr. Davydov)

RU 152 Russian Literature's "Bloody Age": Twentieth Century Literature and Society (in English) (CW 10)(Spring)
Writers die for literature in Russia. This course is a survey of Russian literature from before the Revolution to the present. Beginning with Chekhov's stories, we will read supernatural tales, futurist utopias, and harrowing realistic accounts of life in the prison camps of Siberia. Official, emigre, and underground literature will be read to show the complex role of literature in Russian life and politics. A limited number of spaces are available for students wishing to satisfy the College writing requirement. **LIT EUR** (Mr. Moss)

[RU/RE 231 The Russian Religious Experience (in English)]

[RU 232 The Origin and Nature of Human Language (in English)]

[RU/IS 233 Russian Perceptions of America (in English)]

[RU 251 Epic, Myth, and Ritual in Soviet Literature (in English)]

[RU/WG 255 Gender and Sexuality in Russian Culture (in English)]

[RU 351 Dostoevsky (in English)]

[RU 352 Tolstoy (in English)]

[RU 354 Chekhov (in English)]

[RU/AL 359 The Art of Vladimir Nabokov (in English)]

PROGRAM IN LITERARY STUDIES

Director: Stephen Donadio

The program in literary studies draws upon the combined resources of the individual language and literature departments and provides undergraduates with access to the literature curriculum as a whole. As a consequence, the program enables them to achieve a broad awareness of a variety of major Western literatures of different periods (in addition to the literature of China and, since 1994, Japan), while at the same time requiring them to demonstrate a mastery of a single body of literature (e.g., works limited to a particular language, period, or genre).

Required for the Major: The overall design of the program is simple. Each literary studies major is required to take a total of 15 courses in literature during his or her four years at Middlebury College. No more than six of these courses may be taken within a single department, and no more than ten in either the literature or foreign languages division, but in general the courses may be selected from the literature of any language and of any period. They can be wide-ranging surveys or courses devoted to the study of single authors. The specific selection of courses is entirely up to the student, but in order to fulfill the requirements for the major, he or she will be obliged to take: (a) two courses one generally historical, one generally theoretical in its orientation from the list specified below under the "Summary of Major Requirements"; (b) one course at the 300 level in a foreign language (including Greek and Latin); and (c) a colloquium for majors to be taken during the fall semester of the senior year. In addition, the student should be aware that, in conjunction with an independent reading course for which he or she will be enrolled during the fall semester of the senior year, he or she will be scheduled to take a one-hour oral examination in the area of specialization (as described below) at the end of the fall semester, to be followed by a five-hour written comprehensive examination at the end of winter term.

The written examination will require the student to demonstrate a thorough knowledge of major works by the authors listed below. For reasons of practicality, the number of authors from this list whose works students will actually choose to discuss on the comprehensive examination in any given year will be limited to 12.

The following current list will give the student a general sense of the range of works it is presumed he or she will be prepared to discuss at some length:

Homer
Aeschylus
Sophocles
Vergil
Ovid
Lucretius
Dante
Boccaccio
Pirandello
Cervantes
Tirso de Molina
Murasaki Shikibu
Natsume Soseki
Calderón
Lope de Vega
Borges
Molière
Baudelaire
Proust
Goethe
Kafka
Mann
Wang Wei
Câo Xuequin
Chikamatsu
Lu Xùn
Gogol
Dostoevsky
Tolstoy
Shakespeare
Milton
Wordsworth
Joyce
Emerson
Melville
Faulkner

In addition to works by authors whose names appear on this primary list, in the course of the comprehensive examination each literary studies major will be expected to demonstrate an acquaintance with the Old and New Testaments (especially Genesis, Psalms, Job, Song of Songs, Matthew, John, Revelation, and the Epistle to the Romans), as well as principal works of Plato, Aristotle, Rousseau, Darwin, Marx, and Freud. A full list of the specific works by these authors included on the current primary and secondary lists is available from Mr. Donadio, director of the program.

Beyond the two historical and theoretical courses required for the program (which may be counted toward the major), the 300-level foreign language course, the senior year colloquium and independent reading course, and the total of 15 courses, the general, defining requirement for the literary studies major is the comprehensive examination, the overall content of which will be known to the student at the start of the undergraduate career. But in the process of completing this general literature requirement, the student will also be expected to complete a specialization in the literature of a particular culture (e.g., German, English, American, classical), or period (e.g., the 18th century), or genre (e.g., the novel). The specific authors and texts selected by the student for each such specialization will be approved by the director in conjunction with the two examiners where appropriate (e.g., for a specialization in French literature), with the consultation of the particular department involved. Thus, in the fall semester of the senior year, before completing the five-hour written comprehensive examination, the student will take a one-hour oral examination in the area of specialization; this examination will be administered by two faculty members, normally one from each division (literature and foreign languages).

After completing all the specified requirements, the student will be graduated from Middlebury College as a literary studies major with a specialization: for example, in classics, or lyric poetry, or the 19th century. Should he or she wish to pursue graduate study, depending on the nature of his or her interests and preparation, the student might choose to do so in such fields as English or American literature, comparative literature, or a specific foreign language; in addition, he or she would have a secure background for further studies in law, political philosophy, religion, and cultural and intellectual history.

Students will be eligible for honors if their combined performance in literature courses and on the two parts of the comprehensive examination indicates that they have achieved an average grade of B+ or higher. Honors will be awarded on the basis of the overall grade average in the major, performance on the comprehensive examination, and a senior honors essay of 30-40 pages to be completed during the spring semester of the senior year (this project counts as one course). A one-hour oral examination on the content and implications of this honors essay is also required, and, as in the case of the oral examination in the area of specialization, this examination will be conducted by two faculty members, normally one from each division.

Here, then, is a summary outline of the structure of the program:

Summary of Major Requirements: Total of 15 courses (no more than ten in either division, no more than six in any one department). ***Note:*** Enrollment in this program serves to fulfill the concentration requirement.

(1) Two of the historical and theoretical courses listed below, one from each category as currently offered. (With the permission of the director, alternative courses may be substituted for those specified here.)

Historical

CL 150	The Ancient Epic
CL 152	Greek Tragedy
RE 180	Introduction to Biblical Literature
PS 101	Introduction to Political Science

Theoretical

CS/LS 360	Introduction to Literary Theory and Criticism

(2) One course at the 300 level in a foreign language.

(3) At least four literature courses, but no more than six, to be taken within a single department (Courses in language instruction may not be counted toward this requirement.)

(4) Area of Specialization (by genre, period, or national literature): A one-hour oral examination, to be taken in the fall semester before the written comprehensive examination in the senior year, is devoted to this area of specialization. The texts required for this examination will be determined in advance by the student in conjunction with the director and the examiners selected where appropriate (e.g., in the case of a specialization in French literature or English literature) with the consultation of the particular department involved.

(5) Senior Colloquium for majors (open to nonmajors if space is available).

(6) Senior Independent Reading Course in preparation for the comprehensive examination during the fall semester and winter term: Students engaged in such preparation may choose to meet informally (or regularly) with one another, and may solicit faculty participation in discussions of individual texts. At the end of the fall semester, senior majors in the program will take the one-hour oral examination in the specialization they have selected. This examination represents the first part of the comprehensive requirement.

(7) Comprehensive Examination (on works specified in primary and secondary lists), to be taken at the end of winter term of the senior year: As indicated, this five-hour written examination represents the second part of the comprehensive requirement.

(8) Students achieving an average grade of B+ or higher in the program will be eligible for honors. Honors will be awarded on the basis of the overall grade average in courses in the major, performance on the comprehensive examination, and a senior honors essay of 30-40 pages, to be completed (for one course credit) during the spring semester of the senior year; a one-hour oral examination on the content of this essay to be administered by two examiners, normally one from each division, will also be required.

The literary studies program is administered by Stephen Donadio, who serves as chair of an ad hoc program committee made up of representatives of each of the participating departments (one member per department). In the primary list for the comprehensive examination, each of the participating departments has specified the names of three major authors of three different periods for inclusion. In addition, the members of the program committee assist in approving the subsidiary lists of authors and texts selected by students for specializations (e.g., in the novel, the 16th century).

Please Note: Any literature course in the Middlebury College curriculum may be used to fulfill the requirements for the program in literary studies. Hence, in addition to the specific LS course descriptions indicated below, students majoring in literary studies as well as nonmajors with an interest in literature are urged to read through the entire literature offering by various departments grouped together in this section of the college catalog.

LS/CS 360 Junior-Senior Seminar: Introduction to Literary Theory and Criticism (Spring)
See Department of Chinese listings for description. (Mr. Berninghausen)

LS 500 Independent Reading Course (Fall)
Intended for majors in literary studies preparing for the senior comprehensive examinations. At the conclusion of this course, students will take a one-hour oral examination (part of the senior comprehensive examination) in a specialization of their choice. (Mr. Donadio)

LS 700 Special Research (Winter)
Intended for majors in literary studies preparing for the written section of the senior comprehensive examinations. (Mr. Donadio)

LS/EL 705 Senior Colloquium in Literary Studies (Fall)
Study, discussion, and analysis of selected great works of world literature from the perspective of their achievements in thought and literary art, and considered as part of a vital literary tradition in which the works enter into dialogue with one another. The authors to be studied this term are: Homer, *The Odyssey*; Tolstoy, *War and Peace*; Dostoevsky, *The Brothers Karamazov*; Proust, *Swann's Way*; Mann, *The Magic Mountain*; Joyce, *Ulysses* . (Open to nonmajors by approval only of the instructor.) (Mr. Donadio)

LS 710 Senior Honors Essay (Spring)
(Mr. Donadio)

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NATURAL SCIENCES

BIOLOGY

Professors: Tom Root (chair), Sallie Sheldon, Stephen C. Trombulak, Christopher Watters; *Associate Professor:* Grace Spatafora; *Assistant Professors:* Matthew Dick, Andrea Lloyd (on leave academic year), David Parfitt, Helen Young (on leave Winter, Spring); *Visiting Assistant Professor:* Joshua Kavaler; *Assistants:* Vickie Backus; *Visiting Scholar:* Christopher L. Fastie, Binney Girdler, Dana Helmreich

The mission of the Department of Biology at Middlebury College is to provide students the opportunity to explore the science of life, in all its complexity and diversity, within the tradition of the liberal arts. We are committed to excellence in our teaching and research programs. We strive to develop each student's ability to acquire and critically interpret knowledge of basic facts and theories of biology, to relate that knowledge to other subject areas in the liberal arts, to add to the body of biological knowledge through research, and to communicate his or her understanding to others both within and outside the field of biology. We take pride in our innovative approaches in the laboratory and our availability to students. In the laboratory and in the field, students work in small groups directly with the faculty. We offer a variety of upper-level courses in each area, and we are well equipped to offer laboratory and field courses throughout the curriculum.

Our courses emphasize both written and oral communication, and all upper-level courses require independent study. Seniors frequently do independent research with the faculty, sometimes producing professional publications. The location of the College, with thousands of acres nearby owned by the College or within the Green Mountain National Forest, provides excellent opportunities for field studies.

The Department of Biology offers a major and a minor in biology, participates in offering a major in molecular biology and biochemistry, and participates in formal joint majors with both psychology (the biology/psychology major) and environmental studies.

Requirements for the Biology Major:

The biology major has three parts: core courses, biology electives, and science cognates.

Core Courses: Each student must take each of these courses.

1. BI 190 Ecology
2. BI 195 Genetics and Evolution
3. BI 250 Organelles and Cells *(Note: This course has CH 103 as a prerequisite.)*
4. Two courses from among BI 201 Invertebrate Biology, BI 202 Vertebrate Life, BI 203 Biology of Plants, and BI 310 Microbiology.
5. One course in experimental design and analysis from among BI 211 *(offered each Winter Term)*, MA 106 or PY 201 for students entering in fall of '00 or later.

Electives: Each student must take six additional courses from the biology department, not including BI 120, BI 130, BI 140, or 150.

Cognates: Each student must take three courses in related science disciplines. One of the four cognate courses is automatically CH 103 because this is a prerequisite for BI 250. The remaining three can include chemistry (excluding CH170), computer science, geography (only GG 254 and GG 320), geology (excluding GL 104), physics (excluding PH 101 and PH 155), mathematics, and psychology (only PY 201, PY 207, and PY 301).

Guidelines and Restrictions Relevant to the Selection of Courses for the Major:

- It is expected that the core courses will be completed by the end of the sophomore year.
- Except for transfer students, BI 190, BI 195, and BI 250 must be taken at Middlebury College.
- Departmental and cognate courses offered with laboratories must be taken with the laboratory to satisfy major or joint major requirements.
- At least five of the electives in the department must be chosen from those offered at the 200, 300, and 400 levels during the fall or spring semester.
- The remaining two electives may include BI 500 Independent Study, BI 555 Advanced Summer Research, BI 600 Winter Term Independent Study, or one winter term course designated for major credit.
- A maximum of three courses taken off campus may be credited toward the completion of the major (two toward the completion of a joint major). This includes courses taken at the Marine Biological Laboratory at Woods Hole and at the Center for Northern Studies.
- Except for transfer students, off-campus biology courses must be beyond the introductory level.
- When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites. Requirements for a minor in Biology: BI 190, BI 195, and BI 250, and two elective courses from 200-, 300-, and 400-level courses in the department, one of which must be an organismal course (BI201, 202, 203, or 310), AND one of which must be at the 300 level.

Requirements for a Minor in Biology: BI 190, BI 195, and BI 250, and two elective courses from 200-, 300-, and 400-level courses in the department, one of which must be at the 300 level.

Guidelines and Restrictions for the Minor are:

- Except for transfer students, BI 190, BI 195, and BI 250 must be taken at Middlebury College.
- The two electives need to be related thematically.
- When a course is offered at Middlebury with a lab or prerequisites, an equivalent off-campus course must also include a lab or prerequisites.
- Transfer credit for a course will be given only after the department chair reviews the course material upon a student's return to campus. (See guidelines for transfer credit.)

Requirements for the Molecular Biology and Biochemistry Major: See the listing of the program in molecular biology and biochemistry for a description of this major.

Requirements for the Biology/Psychology Joint Major: See the listing of the Department of Psychology for a description of this major.

Requirements for the Joint Major with Environmental Studies: BI 190, BI 195, BI 250, ES 112, PS 211, EL/AL 215, GG 320, ES 401; four courses from among the conservation biology focus of the ES major (see the listing under the program in environmental studies); one additional course in organismal biology from among BI 201, BI 202, BI 203, and BI 310; two nonscience cognates from among the list of ES cognates (see the listing under the program in environmental studies); and three cognates from among the list of biology cognates. Senior work integrating the two programs is necessary.

Self-designed joint major programs with other departments are possible for students wishing to study aspects of two related disciplines without taking all the courses prescribed for a major in either. Students interested in this option should consult with the chairs of both appropriate departments.

Graduate or Professional Training: Students planning careers that require graduate or professional training (including medical, veterinary, and dental schools) should be aware that these schools often require familiarity with the subject matter in CH 103, CH 104, CH 241, CH 242, MA 112, MA 113, PH 109, and PH 110. Some graduate schools and medical school programs require additional courses in chemistry, math, and physics (see premedical program).

Departmental Honors Program: Students with an average of 3.0 or better in departmental courses other than BI 500 and BI 600 may apply for admission to the department's honors program after one semester of independent study. Normally, honors research begins during the first term of a student's senior year (or during the preceding summer). Students interested in field research should talk with a faculty member by winter term of their junior year. All other prospective thesis students should consult with prospective advisers concerning possible honors projects by spring term of their junior year. Honors projects must be of at least two terms' duration and result in the production of a thesis, a public presentation of the research on which it is based, and an oral defense of the thesis before a committee of at least three faculty members by the published deadlines before the project may be considered by the department for departmental honors. High honors are given to students who meet the general College requirements and who complete an outstanding independent project. A necessary, but not sufficient, condition for the awarding of high honors is a grade on the thesis of at least B+.

Advanced Placement Credit: Middlebury College grants one college credit for a score of 5 on the Biology Advanced Placement Exam. However, because the biology department does not offer any introductory course that is the equivalent of an AP biology course, advanced placement credit does not exempt a student from any of the published requirements for the major, minor, or joint majors, nor can it satisfy the College's distribution requirement.

Off-Campus Study: Students interested in taking biology courses off campus are strongly encouraged to discuss their plans with their adviser early in their college careers. Students should especially see the "Guidelines and Restrictions" section of the requirements for the biology major for restrictions on obtaining transfer credit. Students seeking approval for biology courses taken off campus should be prepared, upon their return, to document course content with syllabi and class notes.

Master of Science Degree: The department admits a limited number of graduate students as candidates for the degree of Master of Science. Degree requirements are listed separately under graduate programs.

BI 140 Applications in Conservation Biology (CW) (Fall)
In this course, we will address an array of topics with the central theme of human impacts on biodiversity; for example: threatened and endangered species; the value of biodiversity; habitat fragmentation; introduced species; the design of nature preserves; and restoration ecology. The laboratories are ***not*** cookbook: we will assist local conservation and natural resource agencies by conducting original research at nearby preserves and public lands. This course can be taken with or without the CW requirement. 3 hrs. lect./disc. and 3 hrs. lab. **SCI** (Ms. Girdler)

BI 190 Ecology (Fall, Spring)
How can some fish be frozen in the ice and still survive? A Vermont plant starts growth early in the spring by creating heat. What determines where species live, and whether their populations expand or decrease? This course for nonmajors and majors is an introduction to organisms in their environments, including consideration of physiological adaptations, behaviors, and reproductive strategies. We will look at how individuals affect members of their species. We will explore the diversity of interactions among species and their role in the organization of communities and why prairies are found in some places and forests in others. Not open to junior or senior biology majors. 3 hrs. lect., 3 hrs. lab. **SCI DED** (fall: Ms. Sheldon, spring: staff)

BI 195 Genetics and Evolution (Fall, Spring)
This course will introduce cell structure, cell division, patterns of inheritance, molecular and chromosomal bases of variation and inheritance, and genetic control of enzymes. It will continue by focusing on the principles of population genetics and mechanisms of evolution, including natural and sexual selection, altruism and kin selection, genetic drift, and speciation. It will conclude with a brief introduction to phylogenetic analysis and coevolution. Laboratory sessions will include experimental work and observation plus discussions of problems and assigned reading. 3 hrs. lect., 3 hrs. lab. **SCI DED** (fall: Mr. Dick, Ms. Young; spring: Mr. Dick, Mr. Trombulak)

[BI 200 Systematics]
SCI DED

BI 201 Invertebrate Biology (Fall)
The study of invertebrate animals, which comprise more than 90 percent of all animal species and represent the most diverse approaches to life on earth. A wide variety of protozoans and worms through echinoderms, mollusks and insects are examined in the field for the first half of the course and the lab in the second. Emphasis is upon their ecology, evolution, behavior, and taxonomy. Specialized topics include regeneration, parasitology, sociality, and adaptations to freshwater, marine, and terrestrial habitats. Oral, written and independent projects are required. 3 hrs. lect., 3 hrs. lab. **SCI** (Mr. Root)

BI 202 Vertebrate Life (Spring)
We will explore the evolution of the vertebrate classes and the adaptations that allow them to live in almost every habitat on Earth. We will study the taxonomy, natural history, distribution, and morphology of each class and discuss how each group solves the problems of finding food, avoiding predators, and moving throughout the environment. Laboratory exercises will provide in-depth exposure to both vertebrate anatomy and general principles of vertebrate biology. Occasional field trips will introduce the local vertebrate fauna in their natural habitat. (BI 190 or BI 195) 3 hrs. lect., 3 hrs. lab. **SCI** (Mr. Parfitt)

BI 203 Biology of Plants (Fall)
An introduction to plants, their life cycles, and their relationships to each other, as well as to the animals that pollinate them and eat them. We will discuss morphology, physiology, evolution, and natural history of plants (mosses, ferns, gymnosperms, angiosperms). The laboratory will emphasize plant identification (students will make a plant collection), various aspects of plant ecology and physiology, plant morphology, and plant use by humans. Field trips will be the norm early in the semester. (BI 190 or BI 195 or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (Ms. Young)

[BI 210 Conservation Genetics]

BI 216 Animal Behavior (Fall)
The behavior of animals primarily from an ethological perspective, studied with respect to genetics, physiology, evolution, and other biological factors. The course follows the history and methods of studying individual and social behaviors like feeding, courtship, mating, parental care, defense, and migration. We examine live animals in the field and lab to illustrate such processes as instinct, learning, imprinting, and communication. Recent controversies about behaviorism, intelligence, and sociobiology are discussed, analytical methods from tracing banded birds to computerized video analysis are utilized, and students design their own research projects. Oral, written and independent projects are required. 3 hrs. lect., 3 hrs. lab. **SCI** (Mr. Root)

BI 225 Human Genetics (Spring)
This course incorporates both classical and molecular approaches to study of the structure of the human genome, chromosomes, and genes; gene function; effects of changes in chromosomes and genes; and analysis of the genetic structure of pedigrees and populations. Through lecture, discussion, and problems, we will explore topics including, but not limited to: classical genetic concepts as they apply to human genetics; the genetic basis of cancer; cloning and gene therapy; the Human Genome Project; genetic diseases and screening; and human evolutionary genetics. (BI 195 or waiver) 3 hrs. lect. **SCI DED** (Mr. Dick)

BI 250 Organelles and Cells: An Introduction to Concepts and Methodology (Fall, Spring)
The biology of eukaryotic cells and their internal compartments, with emphasis on deriving modern concepts and understanding the methodological basis of such concepts. Topics include the membrane basis of compartmentation and transport, nucleic acids and their roles in replication and protein synthesis, cell signaling and regulation of intermediary metabolism, and the function of such specialized cells as muscle and nerve. Laboratory work will stress experimentation and interpretation of data. ***Note:*** Designed primarily for sophomores and advanced first-year students, who have taken or bypassed both BI 195 and CH 103, registration will follow this preferential order: sophomores, first-year students, seniors, and finally juniors. Senior and junior biology majors and joint majors may take BI 250 only by waiver. Every attempt will be made to accommodate students with their preferred choice of laboratory section, but juniors and seniors should be prepared to enroll in any laboratory section available and sign up by waiting list. Questions and concerns should be directed to Mr. Watters. (BI 195 or equivalent preparation; CH 104 is a co-requisite) 4 hrs. lect., 3 hrs. lab. (fall: Mr. Kavaler, spring: Mr. Watters)

BI 302 Vertebrate Natural History (Fall)
This course deals with the natural history of vertebrates in the context of the forests, fields, wetlands, and rivers of western Vermont. We will explore in depth the taxonomy of the local vertebrate fauna; techniques for capturing and handling live animals, particularly birds, mammals, and fish; and address experimentally specific questions about the distribution and abundance of vertebrates in a range on natural plant communities. Topics considered will include conservation biology, population and community ecology, and behavior. Field work will involve several early morning, evening, and weekend trips. (BI 190) 6+ hrs. lab/field. (Mr. Trombulak)

BI 304 Aquatic Ecology (Fall)
This field course will introduce students to the aquatic ecosystems of the northeastern U.S., including lakes, streams, rivers, and oceans. We will explore the ecological processes that dominate these systems, the organisms that inhabit them, and the ecological techniques central to their study. Field exercises will include trips to many aquatic ecosystems in the region; experience with sampling techniques for measurement of physical, chemical, and biological features; and experimental design for answering questions about the relationships among species and between species and their environment. (BI 190) 3 hrs. lect./ 3 hrs. lab. (staff)

BI 305 Developmental Biology (Fall)
How do organisms develop? How is gene activity regulated such that stable and complexly different tissues and organs arise from an apparently simple, single-celled egg? An introduction primarily to animal development and such phenomena as fertilization, cleavage, gastrulation, morphogenesis, and cellular differentiation. Lectures and discussion will focus on the mechanisms underlying these processes and such non-embryological phenomena as metamorphosis, regeneration, and carcinogenesis. This course alternates with BI 440 and is taught every other year. (BI 250 or CH 322 andby waiver) 3 hrs. lect. and disc. (Mr. Watters)

BI 310 Microbiology (Fall)
The microbiological principles emphasized in this class will provide students with a foundation for advanced study in many areas of contemporary biology. The course will integrate basic and applied aspects of microbiology into a study of the prokaryotic microorganisms. General principles of bacterial cell structure, function, and the role of microorganisms in industry, agriculture, biotechnology and disease will be discussed. An independent laboratory project will stress basic microbiological techniques as applied to the isolation, characterization, and identification of microorganisms from the natural environment. (BI 250) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. (Ms. Spatafora)

BI 314 Molecular Genetics (Spring)
This course is concerned with the structure and function of nucleic acids in eukaryotes primarily, although the genetic material of prokaryotes and viruses will also be discussed. Lectures will center on molecular mechanisms of mutation, transposition, and recombination, the regulation of gene expression, and gene control in development, immune diversity and carcinogenesis. Readings from the primary literature will complement the textbook and classroom discussions. The laboratory will provide training in both classic and contemporary molecular-genetic techniques including nucleic acid isolation and purification, cloning, electroporation, nick-translation, Southern/Northern blotting, DNA sequencing, PCR and RT-PCR. (BI 250) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. (Ms. Spatafora)

[BI 323 Plant Ecology]

[BI 330 Mechanisms of Microbial Pathogenesis]

BI 335 Human Microanatomy (Spring)
This course will examine the microscopic anatomy of human tissues, organs and organ systems with an emphasis on the histological composition and embryonic origin of tissues. Students will learn to identify and interpret photomicrographs of human tissue samples and correlate architecture with function and/or pathology. The theory and practice of preparing stained whole mount and sectioned slides for subsequent histological examination will also be discussed as will the preparation of biological samples for electron microscopy. A trip to the cell imaging facility at the nearby University ofVermont is planned. (BI250) 3 hrs.lecture/disc. (Ms. Spatafora)

BI 340 Immunology (Spring)
How does the immune system work to fight disease? How can it respond to tens of millions of different substances, even those never found in nature? Why does one retain an immunity to previously encountered diseases? This course will examine the functions of the immune system. Topics to be covered include the cells of the immune system, how foreign substances are removed and inactivated, antibody structure and function, important molecules in the immune response, development and regulation of the immune system, and the importance of immune system function and malfunction in medicine. (BI 250 or CH 322) 3 hrs. lect./3 hrs.lab. (Mr. Kavaler)

BI 350 Endocrinology (Fall)
In all animals, hormones are essential to coordinate basic biological functions such as reproduction, mobilization of fuels, setting metabolic rate, and reaction to physiologic and psychologic stress. This course will cover the diverse mechanisms that hormones use to influence physiological function and behavior. Lectures will take a comparative approach to study the molecular basis of endocrine regulation, the relationship of the hypothalamus with the pituitary gland, and the function of the primary endocrine axes such as reproduction, adrenal, thyroid, growth, and metabolism. Laboratory sessions will focus on the various approaches to endocrine research including visualization of hormone receptors by immunocytochemistry, assessment of biological function through bioassays, and direct measurement of hormone concentration through radioimmunoassays. (BI 250 or by waiver) 3 hrs. lect., 3 hrs. lab. (Mr. Parfitt)

BI 360 Practical Cell Biology (CW) (Fall)
The application of advanced techniques to the study of cells and their organelles. We will study ameboid locomotion and endocytosis, make primary cultures of mammalial tissue cells, and isolate and characterize cellular fractions using "marker" enzymes. Discussions and papers will emphasize the design of experiments, critical interpretation of data, and the development of expository writing skills. Among other techniques, students will be introduced to differential and density-gradient centrifugation, liquid scintillation spectrometry, gel electrophoresis, ELISA and "Western" blots, chromatographic methods, and the safe usage of radioisotopes. A field trip to a "patch-clamping" laboratory is planned. (BI 250 and CH 241 or CH 322 or by waiver) 2 hrs. lect./disc., 4 hrs. lab. (Mr. Watters)

BI 370 Animal Physiology (CW 15) (Spring)
This course examines the body functions of humans and animals using general physiological principles and through comparative and environmental approaches. Lectures stress how animals adapt to habitats, and respond to environmental extremes (e.g., high altitude, deep sea, desert, and polar conditions). Computer simulations illustrate such unusual problems like artificial organs, extreme exertion, stress, and disease. Laboratories, reports and oral presentations emphasize experimental design, analysis and inde-

pendent study using techniques like respirometry, osmometry, electrophysiology, exercise physiology, and nutritional analysis to examine practical problems. (BI 250) 3 hrs. lect., 3 hrs. lab. (Mr. Root)

BI 390 Advanced Ecology (Spring)
This course builds on the ideas presented in BI 190 and deals in greater depth with population ecology, demography, life history strategies, species interactions, community structure, and dynamics. For each of these topics we will examine its theoretical basis and examine results from field and lab experiments. (BI 190 and at least one 200-300-level ecology/organismal course) 3 hrs. lect. (staff)

[BI 391 Methods in Ecology]

[BI 395 Advanced Evolution]

[BI 430 Microbes and Malignancy]

[BI 440 Membranes in Health and Disease]

[BI 470 Neural Regulation]

[BI 490 Seminar in Plant Ecology]

[BI 491 Tropical Ecology Seminar]

[BI 492 Conservation Biology Seminar]

[BI 496 Seminar in Molecular Evolution]

BI 500 Independent Study (Fall, Winter, Spring)
Individual projects involving laboratory and/or field research or extensive library study on a topic chosen by the student and a faculty adviser. For biology majors, joint majors, and molecular biology and biochemistry majors. (Prior to registering for BI 500, a student must have discussed and agreed upon a project topic with a member of the biology department faculty.) 3 hrs. disc. (staff)

BI 900 Research and Thesis (Fall, Winter, Spring)
Required for all M.S. degree candidates. (Approval required from the department chair) 3 hrs. disc. (staff)

SEMESTER PROGRAM AT WOODS HOLE MARINE BIOLOGICAL LABORATORY

The Marine Biological Laboratory is a research and teaching facility in Woods Hole, Massachusetts, on Cape Cod. The 14-week fall semester program in ecosystem science offers students an opportunity to take four upper-level courses that emphasize laboratory and field investigations on diverse aspects of aquatic and terrestrial ecosystems. Students live in dormitories that are part of the Marine Biological Laboratory campus and interact extensively with the faculty of the MBL. The semester involves three core courses required of each student (WH 301, WH 302, and WH 303) plus one elective chosen from among WH 310, WH 311, and WH 312. Applications may be obtained from the biology department chair.

WH 301 Analysis of Aquatic Ecosystems (Fall)
The nature and controls of ecosystem processes (production, decomposition, element cycling, and biogeochemistry) will be described and contrasted in freshwater, estuarine, and marine ecosytems. Application of basic principles of ecosystems ecology to investigating contemporary environmental problems such as coastal eutrophication, fisheries exploitation, effects of introduced species, acid deposition, and global change. Offered in conjunction with WH 302 (Analysis of Terrestrial Ecosystems), the course will compare the behavior of aquatic ecosystems with terrestrial ecosystems, and will stress a watershed approach describing links between land and water ecosystems. Intensive hands-on field and laboratory work introducing current methods in aquatic ecosystems analysis at ponds and embayments on Cape Cod. 3 hrs. lect./7 hrs. lab. (staff)

WH 302 Analysis of Terrestrial Ecosystems (Fall)
An introduction to fundamental biogeochemical processes in fields, pastures, tundra, and forested ecosystems. Physiological ecology of land plants and soil organisms in an ecosytems context. Impacts of environmental change on the landscape at local, regional, and global scales (e.g., how elevated atmospheric CO2 derived from fossil fuel combustion might affect plant productivity and carbon storage in terrestrial ecosystems). Offered in conjunction with WH 301 (Analysis of Aquatic Ecosystems), the course will also stress linkages between land and water, focusing on ways in which changes in land use alter carbon and nutrient (e.g., phosphorus or nitrogen) dynamics, storage, and export to adjoining aquatic ecosystems. Intensive hands-on field and laboratory work introducing current methods in terrestrial ecosystems analysis at forested sites on Cape Cod. 3 hrs. lect./7 hrs. lab. (staff)

WH 303 Ecosystem Research (Fall)
A key feature of the Marine Biological Laboratory program is an independent research project. Using the methods learned during organized laboratory and field exercises in the first 10 weeks of the semester, students will formulate original questions focused on a local site on Cape Cod, and develop a research protocol designed to answer those questions. Planning for the projects will begin about 5 weeks into the term and all formal course work will end after 10 weeks, allowing students to pursue their projects full time for the last 5 weeks of the semester. Projects will be collaborative efforts involving teams of two-four students, and each team will work under the supervision of a faculty member at the Ecosystems Center. Students will be expected to report the results of their findings in three ways: (1) a technical report written in the format of a scientific paper; (2) a lay summary written in a journalistic format; and (3) orally in a symposium held at the end of the semester. Required supervisory meetings twice weekly; other meetings as needed or requested. (staff)

WH 310 Mathematical Modeling of Ecological Systems (Fall)
This course will be an introduction to dynamic simulation modeling of ecological processes, including the role of models in science, the relationship of models to scientific theories, and methods for testing the performance of models against the real world. We will survey important models in ecology to illustrate their many uses and to understand their value in attempting to predict long-term ecological responses to global change. A major focus of the course is the application of the simple concept of mass balance to simulate population, community, and biogeochemical processes. Students will develop their own computer models of the growth of individual organisms and populations, interactions among competing species, a predator-prey interaction, and an ecosystem element cycle. 3 hrs. lect./disc. (MA 112 plus some experience with a computer programming language) (Mr. Rastetter)

WH 311 Aquatic Chemistry (Fall)
The theoretical basis for predicting the chemical composition of natural waters and soil solutions at equilibrium covered in this course will equip students to understand element cycling in ecosystems. Five major topics will be explored: (1) acid-base chemistry, (2) dissolution/precipitation, (3) complexation, (4) oxidation and reduction, and (5) adsorption. We will emphasize problem solving, using approximation and graphical methods, as well as the computer program MINEQL+, to calculate the chemical composition and speciation of solutions at thermodynamic equilibrium. The application of equilibrium models to current environmental issues such as increasing carbon dioxide in the atmosphere, acid rain, and eutrophication will be stressed. 3 hrs. lect./1 hr. lab. (CH 103 and CH 104) (Ms. Giblin)

WH 312 Microbial Ecology (Fall)
This course will explore the scientific rationale behind a number of methods suitable for determining the role of microbes in ecosystems. Students will carry out procedures in a series of hands-on laboratories teaching the methods necessary to measure: (1) biomass and activity of fungal hyphae by direct counts, ergosterol, and fluorescene diacetate; (2) bacterial biomass in natural waters and soils; (3) availability of dissolved organic matter in natural waters; (4) mineralization of radioisotopically labeled organic compounds; (5) microbial exoenzymes in soils and water; (6) turnover of organic compounds in estuaries; (7) bacterial production; abundance and activity of flagellates and ciliates that graze bacteria; and (8) use of molecular probes for identifying species of microbes. 3 hrs. lect./lab. (Mr. Hobbie)

CHEMISTRY AND BIOCHEMISTRY

Professors: Jeffrey Byers (on leave academic year), Sunhee Choi (chair), James Larrabee, Stephen Sontum; *Associate Professor:* Robert Cluss; *Assistant Professors:* Richard Bunt, Lisa Landino; *Assistants:* Tage Ernevad, Kathleen Jewett

The courses available in the department provide a firm foundation in the principles of chemistry along with the opportunity to focus on a particular area of interest within analytical, inorganic, organic, physical, or biological chemistry. Students are encouraged to complete the core courses of general chemistry, organic chemistry, math, and physics within the first two years. These core courses, taken for the major, also fulfill many of the requirements for the premedical, preveterinary, and predental programs.

Required for the Major: Students elect to specialize in chemistry or in biochemistry and will, on that basis, choose appropriate upper-level courses that focus on the theory and methodology essential to modern chemistry or biochemistry. Required courses and electives for these two specialties are as follows:

Core Courses: CH 103*, CH 104 (or CH 107), CH 241, CH 242, MA 112*, MA 113*, PH 109*, PH 110*. These courses are required for all chemistry and biochemistry majors.

*Students may qualify to place out of, and receive credit for, starred courses by achieving a satisfactory grade on the Advanced Placement Examination of the Educational Testing Service. Students who have scored 3 on the Advanced Placement Examination in Chemistry are awarded one course credit (for CH 103) and must begin their college study of chemistry with CH 104. Students who have scored a 4 or 5 on the Advanced Placement Examination in Chemistry may elect CH 104 but are strongly encouraged to enroll in CH 107. Students with strong backgrounds in chemistry are encouraged to take the departmental placement examination to determine if they are qualified for advanced placement. Those students who achieve a satisfactory score on the placement examination will be encouraged to register for CH 104 but will not receive credit for CH 103. The department's placement examination is administered at the beginning of each fall and spring term.

Chemistry Specialization Core Courses: CH 311; CH 312; CH 351; CH 352; CH 431; and three electives chosen, with an adviser's approval, from the Department of Chemistry and Biochemistry.

Biochemistry Specialization Core Courses: CH 311; CH 313; CH 322; CH 353; CH 425; and three electives from the departments of chemistry and biochemistry or biology, chosen with an adviser's approval.

Required for the Minor in Chemistry: Any six courses from the Department of Chemistry and Biochemistry, which must include one course from the following: CH 311, CH 351, CH 352, CH 353, CH 442 and another course at the 300-level or higher. It cannot include CH 130, CH 170, CH 400, CH 500, or CH 700.

Required for the Minor in Biochemistry: Any six courses from the Department of Chemistry and Biochemistry, which must include at least two courses from the following: CH 313, CH 322, CH 425, CH 430. It cannot include CH 130, CH 170, CH 400, CH 500, or CH 700.

See also major in molecular biology and biochemistry.

Recommended programs of study for those considering chemistry or biochemistry as a major are shown below. Though students may deviate from these guides, it is highly recommended that all prospective majors complete CH 104 by the end of their first year.

Chemistry
First Year:
Fall: CH 103, MA 112
Spring: CH 104, MA 113
Sophomore Year:
Fall: CH 241, PH 109
Spring: CH 242, PH 110
Junior Year:
Fall: CH 311, CH 351
Spring: CH 312, CH 352
Senior Year
Fall: CH 400 or elective, CH 431
Spring: CH 700 or elective, elective

Biochemistry
First Year:
Fall: CH 103, MA 112
Spring: CH 104, MA 113
Sophomore Year:
Fall: CH 241, PH 109
Spring: CH 242, PH 110
Junior Year:
Fall: CH 311, CH 322
Spring: CH 313, CH 353
Senior Year:
Fall: CH 400 or elective, CH 425
Spring: CH 700 or elective, elective

An important feature of the program in chemistry and biochemistry is the opportunity for qualified students to do independent research. Students may take several units of independent study (CH 400, CH 500, and CH 700, two units of which may be counted toward filling the elective requirements for the major). Independent research provides students with the opportunity to interact with a faculty member on a one-to-one basis as they learn to frame and answer questions about a particular experimental system. There is an exciting range of possibilities for student research in synthetic organic chemistry, inorganic chemistry, bioinorganic chemistry, physical and biophysical chemistry, and biochemistry. These fields represent the diverse interests of the faculty in the department. Research experience adds an important dimension to the undergraduate experience. Student research papers are frequently accepted for publication in professional journals.

The Department of Chemistry and Biochemistry is accredited by the American Chemical Society (ACS). Chemistry majors satisfying course requirements for the major who elect CH 322, CH 400, and CH 700 can receive ACS certified degrees upon graduation. Biochemistry majors satisfying course requirements for the major who elect CH 312, CH 351, CH 400 and CH 700 can receive ACS certified degrees upon graduation.

To be eligible for graduation honors in chemistry and biochemistry, a student must have at least a 3.0 average in all courses in the department, excluding independent study courses. In addition, the student must take at least one unit of CH 700 and present and defend a thesis before a committee of at least three faculty members. The degree of honors (Honors, High honors, or Highest honors) is determined by the student thesis committee and will depend on the student's average in all chemistry courses and the student's CH 700 grade.

CH 700 Grade	*CH Course G.P.A.*	*Degree of Honors*
B+	3.05-4.0	Honors
A- to A	3.33-4.0	High Honors
A	3.77-4.0	Highest Honors

CH 103 Fundamentals of Chemistry I (Fall, Spring)

Fundamental principles of chemistry. Atomic theory and atomic structure; chemical bonding; stoichiometry; introduction to chemical thermodynamics. States of matter; solutions and nuclear chemistry. Laboratory work deals with testing of theories by various quantitative methods. Students with strong secondary school preparation are encouraged to consult the department chair for permission to elect CH 104 in place of this course. 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. **DED SCI** (fall: Mr. Sontum, spring: staff)

CH 104 Fundamentals of Chemistry II (Fall, Spring)

Major topics include chemical kinetics, chemical equilibrium, acid-base equilibria, chemical thermodynamics, electrochemistry, descriptive inorganic chemistry, and coordination chemistry. Lab work includes inorganic synthesis, qualitative analysis, and quantitative analysis in kinetics, acid-base and redox chemistry. (CH 103 or by waiver) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. **DED SCI** (Ms. Landino)

CH 107 Advanced First-Year Fundamental Chemistry (Fall)

This course is intended for students with a strong background in chemistry and mathematics who wish to begin their study of chemistry at a more advanced level. In CH 107, the topics from CH 104 such as coordination chemistry, thermodynamics, and reaction kinetics will be covered in greater depth. Additional topics such as quantum mechanics, bonding, and spectroscopy will be discussed more extensively. Lab work will parallel the projects in CH 104, but students in CH 107 will use more advanced research instruments and analyze data more rigorously. (AP Chemistry 4/5 or approval required) 3 hrs. lect., 3 hrs. lab, 1 hr. prelab. **DED SCI** (Ms. Choi)

[CH 130 Practical Human Biochemistry]

[CH 170 Chemistry in the Environment]

CH 241 Organic Chemistry I (Fall)
An introduction to the structure and reactivity of organic molecules. Topics covered include chemical nomenclature, bonding, structure, acid-base relationships, mechanistically simple reactions, and theoretical aspects of structure determination. Laboratory exercises include hands-on introductions to techniques, such as distillation, crystallization, chromatography, polarimetry, and modern spectroscopic techniques such as NMR and IR. (CH 104 or by waiver) 3 hrs. lect., 4 hrs. lab, 1 hr. prelab. **SCI** (Mr. Bunt)

CH 242 Organic Chemistry II (Spring)
A continuation of Organic Chemistry I. Topics covered include mechanistically complex reactions, organic synthesis, and application of molecular orbital theory to reactions. Laboratory exercises focus on synthetic techniques and structure elucidation of complex unknowns. (CH 241) 3 hrs. lect., 4 hrs. lab, 1 hr. prelab. (Mr. Bunt)

CH/GL 283 Environmental Geochemistry (CW15) (Spring)
This course will address the origin, transport, fate, and analysis of chemicals in the environment. Topics will include aquatic chemistry, rock weathering, elemental cycles, atmospheric processes, and energy resources. Both naturally occurring and anthropogenic compounds/elements will be considered. The course will introduce students to a variety of analytical and instrumental techniques, including ultraviolet visible spectrophotometry, atomic absorption spectrometry, and high-performance liquid chromatography. The labs will be project oriented. Major ions, nutrients, trace metals, and organic compounds will be studied in a variety of systems, including natural waters, soils, and air. (CH 104 or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (staff)

CH 311 Instrumental Analysis Laboratory (CW) (Fall)
An introduction to analytical and experimental chemistry with an emphasis on practice and application of modern instrumental methods. Lecture topics will include quantitative analysis, statistics and error analysis, experimental design, and the theory and operation of chemical instrumentation. Laboratory projects will involve use of volumetric glassware, atomic spectrometry, UV/Vis spectrometry, differential scanning calorimetry, high pressure liquid chromatography and electrochemistry including potentiometry or voltammetry. (PH 109, CH 242) 3 hr. lect., 6 hrs. lab. (Mr. Larrabee, staff)

CH 312 Inorganic and Physical Chemistry Laboratory (Spring)
Advanced inorganic and physical experimental chemistry. Laboratory exercises will include: (1) synthesis and characterization of an inorganic molecule which requires use of controlled atmosphere techniques, nmr, FTIR, UV/Vis and GC/MS; (2) rapid kinetics using the stopped-flow technique; (3) resonance energy determination using bomb calorimetry; (4) high resolution spectroscopic analysis of a gas phase molecule using FTIR or UV/Vis absorption spectroscopy; and (5) redox mechanism study using cyclic voltammetry. (CH 311) 3 hr. lect., 6 hrs. lab. (Mr. Sontum)

CH 313 Biochemistry Laboratory (Spring)
Techniques in protein and nucleic acid chemistry will be emphasized. Protein assays, protein purification and characterization, and radiolabeling studies with proteins will expose students to common biochemical techniques, such as spectroscopy, liquid scintillation counting, gel chromatography, electrophoresis, ultracentrifugation, and enzyme kinetics. Major techniques in molecular biology will be introduced, including bacterial transformation, DNA isolation, restriction enzyme analysis, and in vitro transcription. (CH 311 or by waiver) 2 hr. lect., 6 hrs. lab. (Mr. Cluss, Ms. Landino)

CH 322 Biochemistry of Macromolecules (Fall)
An introduction to biochemistry that begins with the study of the basic chemical components of a cell, including sugars, fatty acids, amino acids, and nucleic acids. The physical and chemical properties of proteins and nucleic acids are emphasized, providing a foundation for the discussion of current topics in molecular biology. Molecular biology is approached first in terms of process (transcription, translation, post-translation, granule formation) and then structures (DNA and gene structure, mRNA, translation product, mature and secreted protein). Understanding of techniques in biochemistry and molecular biology will be emphasized. (CH 242) 3 hrs. lect. (Ms. Landino)

CH 351 Microscopic Physical Chemistry (Fall)
A study of gases, liquids, and solids from a microscopic perspective. Kinetic theory and transport phenomena are studied. Statistical mechanics and quantum mechanics are developed and applied to simple systems. Spectroscopy is examined as an application of quantum theory. The microscopic nature of chemical kinetics is examined. (CH 242, MA 113, and PH 110) 3 hrs. lect., 1 hr. disc. (Ms. Choi)

CH 352 Macroscopic Physical Chemistry (Spring)
A study of the macroscopic properties of gases, liquids, and solids. The laws of thermodynamics are developed and applied to simple chemical systems, chemical equilibrium, and electrochemistry. Nonideal behavior is considered from a thermodynamic perspective. Chemical kinetics is treated empirically with consideration given to the order and molecularity of reactions. (CH 104, PH 109, MA 113, or permission) 3 hrs. lect., 1 hr. disc. (Ms. Choi)

CH 353 Physical Biochemistry (Spring)
A basic course in physical biochemistry intended for majors in the life science areas. The course presents an introductory development of thermodynamics and kinetics as applied to the structure and function of biochemical systems. Special emphasis is given to biological energetics, enzyme kinetics, and membrane transport, as well as, physical methods of isolating and characterizing biologi-

cal molecules, such as electrophoresis and sedimentation (PH 109, MA 113, CH 242, or by waiver) 3 hrs lect., 1 hr. disc. (Mr. Sontum)

CH 400 Seminar in Chemical Research (Fall)
This seminar is intended to provide experience in current chemical research methods, literature, and writing. This course involves a student research project generally related to current faculty research interests, class seminars, and the writing of journal-style reports. Participation will normally be followed by registration for CH 500 or CH 700. (CH 352 or CH 353 and by waiver) 2 hrs. lect., 12 hrs. lab. *(Approval required)* (Mr. Bunt)

CH 425 Biochemistry of Metabolism (Fall)
Anabolic and catabolic pathways of eukaryotes will be evaluated mechanistically and appreciated through a consideration of thermodynamics. Pathways of carbohydrate, amino acid, lipid and nucleic acid metabolism, and models for oxidative phosphorylation are included. A treatment of enzyme kinetics and examples of several enzymes in metabolic pathways will provide a rigorous understanding of enzyme function and the many control mechanisms cells use to regulate their thermodynamic needs. (CH 322) 3 hrs. lect., 1 hr. disc. (Mr. Cluss)

[CH 430 Current Topics in Biochemistry]

CH 431 Advanced Inorganic Chemistry (Fall)
An in-depth study of atomic structure and bonding theories applicable to inorganic chemistry, including valence bond, molecular orbital, ligand field, and crystal field theories for coordination complexes. Inorganic application of symmetry and group theory. Reaction mechanisms for inorganic complexes. (CH 351) 3 hrs. lect., 1 hr. disc. (Mr. Sontum)

[CH 442 Advanced Organic Chemistry]

[CH 452 Special Topics in Physical Chemistry]

CH 500 Independent Study Project (Fall, Winter, Spring)
Individual study for qualified students. *(Approval required.)* (staff)

CH 700 Senior Honors Thesis (Winter, Spring)
Senior honors candidates must register for CH 700 for one semester while completing research projects initiated in CH 400. The writing and oral presentation of a thesis is required for completion of CH 700. (CH 400 or by waiver) (staff)

See also course listings for environmental studies.

COMPUTER SCIENCE

(See Mathematics and Computer Science)

GEOLOGY

Professor: Raymond Coish (chair); *Associate Professor:* Patricia Manley; *Assistant Professors:* Peter Ryan; *Visiting Assistant Professor:* Thomas Manley

The Department of Geology provides students with an opportunity to experience the methods of science, using geologic examples. In addition, we endeavor to provide students who wish to pursue the field of geology with the opportunity to acquire basic knowledge and principles, which will equip them for further professional training. With the Green Mountains to the east and the Adirondacks and Lake Champlain to the west, the environs of Middlebury College afford an excellent setting for study and research in geological, limnological/oceanographic, and environmental science. The curriculum takes advantage of this setting by stressing field-oriented and laboratory-supported inquiry into problems in all facets of earth science, especially petrology, marine geology, tectonics, oceanography/limnology, geomorphology, and environmental geology. Students are encouraged to develop skills for obtaining and interpreting observational data. Since Vermont is a classic area for the study of mountain system evolution, one general theme of the program is to relate geological process to the origin and evolution of global tectonic patterns, integrating data from the world's oceans and continental areas. Geology majors have used their Middlebury degree as a stepping-stone to graduate school in the geosciences; to industry; to teaching careers; and to careers in environmental science, business, law, and architecture.

The department's introductory courses include: Earthquakes and Volcanoes (GL 104), Environmental Geology (GL 112), The Ocean Floor (GL 142), Elements of Oceanography (GL 161), and The Dynamic Earth (GL 170). These courses introduce students to active research in geology and oceanography and are vehicles for acquiring the basic understanding of processes that have shaped the earth. Students can enter the geology program through any of these courses and may then concentrate in these or other areas, depending on where their interests develop.

Students are expected to have completed at least one introductory-level course before proceeding to more advanced work. Beyond the introductory level, work at the intermediate level takes the form of more advanced 200- and 300-level courses. These courses cover techniques, methods, and processes in both field and laboratory aspects of the various subfields of geology. Senior seminars (400 series) are designed to encourage independent study of specific topics.

Required for the Major: The program for a geology major consists of 11 courses within the department. These must include at least three 300-level courses, a 400-level seminar and two units of GL 700 (Senior Research). No more than two courses at the introductory level will be counted for the major. Courses which are strongly suggested include Environmental Geology (GL 112) or Dynamic Earth (GL 170), Bedrock Geology of Vermont (GL 201), Mineralogy (GL 211) and Structural Geology (GL

281). The two-unit thesis (GL 700) is the culmination of the geology major and consists of original research based on field and/or laboratory investigations by the student. Geology majors have considerable flexibility in planning their programs, and thus should consult regularly with their adviser in the geology department.

Geology majors are also required to complete four courses (no more than two in one department) in the cognate sciences of biology, chemistry, mathematics and computer science, and physics. Geology graduate schools require additional cognates, which usually include a minimum of one year of calculus (MA 112, MA 113), chemistry (CH 103, CH 104), and physics (PH 109, PH 110). Students should consult with their advisers for selection of specific courses.

Geology Minor: A total of five courses is required. The minor shall consist of one introductory course (either GL 112 or GL 161 or GL 170), plus four higher-level courses, which must include GL 201 or GL 211 and at least one 300-level course. After completing an introductory geology course, students who intend to minor in geology should arrange specific 200- and 300-level courses with the geology chair or designate.

Departmental Honors in geology are based primarily on outstanding work in original research (GL 700), and are related to course grades only in the context of guidelines in the College Handbook.

GL 104 Earthquakes and Volcanoes (Spring)
Why did Mount St. Helens erupt? When will the next great earthquake occur in California? Designed for nonmajors, this course deals with two of the greatest natural hazards. Topics include recent case histories, the plate tectonic causes for volcanic eruptions and earthquakes, and the art and science of forecasting natural disasters. The course also will explore the rapid evolution of scientific ideas that have led to a coherent theory on all geological processes affecting the planet Earth. 3 hrs. lect., 1 hr. disc. (Students who have completed GL 170 are not permitted to register for GL 104.) **SCI** (Mr. Coish)

GL 112 Environmental Geology (Spring)
Geological processes form the physical framework on which ecosystems operate. We require an understanding of the geological environment in order to minimize disruption of natural systems by human development and to avoid hazards such as floods and landslides. This course is an overview of basic tectonic, volcanic, and landscape-forming processes and systems, including earthquakes, rivers, glaciers, and coastal evolution. Environmental effects of energy, mineral, and water resource use, and waste disposal are also examined. Field labs study the Bristol delta, Weybridge slump, New Haven River, and other localities. 3 hrs. lect. and disc., 3 hrs. lab/field trips. **SCI** (Mr. Ryan)

GL 142 The Ocean Floor (Spring)
Have you wanted to view the ocean floor from a submersible? It is a dark but dynamic place. The constant interchange between water and sediments has created sedimentary drifts and mudwaves over 500 feet high! Earthquakes cause underwater mud avalanches that travel over 60 m.p.h. Hydrothermal vents along the ocean ridges host a variety of unusual plant and animal life. This course will explore the ocean depths via the classroom and will introduce the development of ocean basins, their evolution, and processes occurring within them. 3 hrs. lect., 1 hr. disc. (Students who have completed GL 170 are not permitted to register for GL 142.) **SCI** (Mr. Manley)

GL 161 Elements of Oceanography (Fall)
Oceanographic exploration is introduced through study of ocean basins and continental margins. The multidisciplinary nature of oceanography is emphasized by using principles of marine geology, geophysics, geochemistry, and biology to address contemporary problems. Techniques of data collection and analysis are taught aboard the College's research vessel, R/V Baldwin, located on Lake Champlain. 3 hrs. lect., 3 hrs. lab/field trips. **SCI DED** (Mr. Manley)

GL 170 The Dynamic Earth (CW 15) (Fall)
Sea-floor spreading and continental drift, earthquakes and volcanoes, origin and evolution of mountain systems, and concepts of plate tectonics are viewed in light of the geology of ocean basins and continents. Modern processes such as river, coastal, wind, and glaciers will be studied and their effect on shaping the geologic landscape. Laboratory: field problems in Vermont geology; interpretation of geologic maps, regional tectonic synthesis. 3 hrs. lect., 3 hrs. lab/field trips. One designated lab section fulfills the College writing requirement. **SCI** (staff)

GL 201 Bedrock Geology of Vermont (CW 25) (Fall)
This course explores the fascinating geology of Vermont. Students learn the geology through six field problems, involving extended trips around western Vermont. Lectures on the meaning of rocks support the field work. The last few indoor labs are devoted to understanding the geologic map of Vermont. Emphasis is on descriptive writing and on use of data to interpret origin of rocks. Culminates in a written report on the geologic and plate tectonic evolution of Vermont. 3 hrs. lect., 3 hrs. lab/field trips. (One geology course) **SCI** (Mr. Coish)

[GL 205 Mineral and Energy Resources] SCI

GL 211 Mineralogy (Spring)
This course covers the nature, identification, composition, and meaning of minerals and mineral assemblages. Introduction to crystallography, hand-specimen identification, optical mineralogy, x-ray analysis, and electron microbeam analysis. Laboratory: study of minerals in hand-specimen and under the polarizing microscope; use of x-ray diffraction and electron microscopy in mineral analysis. 3 hrs. lect., 3 hrs. lab. (One geology course) **SCI** (Mr. Coish)

GL/GG 257 Soils, Geology and the Environment (Spring)

Soils constitute the fundamental link between atmosphere, water, biota and rock. Knowledge of the physical, chemical and biological processes operating in soils is essential when assessing natural cycles as well as anthropogenic alterations to those natural cycles. In this course, we will analyze a wide range of issues, including soil formation, soil mineralogy, soil fertility and nutrient cycling, sediment pollution, soil contamination, water pollution, sediment erosion and deposition, and implications for land-use planning. Labs will be project-oriented and will consist of a combination of field work and instrumental analysis. **SCI** (Mr. Ryan)

[GL/GG 251 Geomorphic Process] SCI DED

GL/GG 255 Surface and Ground Water (Fall)

Fresh water is the most fundamental resource sustaining life on the continents. This course is an introduction to the study of water and its interactions with the geologic environment. Basic hydrological processes such as precipitation, streamflow, and the subsurface flow of ground water are analyzed by quantitative methods. Climatic and human-induced changes in the hydrological cycle are examined, and current issues and policies are discussed in light of the increasing demands and impacts of a technological society on water resources and associated natural systems. 2 hrs. lect., 3 hrs. lab **SCI DED** (Mr. Ryan)

GL 281 Structural Geology (Fall)

How and why are rocks deformed? Why do faults, folds, cleavage, etc. form? In this course you will learn how to describe deformed rocks geometrically, explain how they become deformed, and suggest tectonic causes for deformation. Laboratory: detailed mapping and interpretation of complex structures in selected field locations; quantitative strain analysis, analysis of geologic maps and cross sections, and the use of stereographic projections to display 3-D orientation data. 3 hrs. lect., 3 hrs. lab/field trips. (A geology course or by waiver) **SCI** (staff)

GL/CH 283 Environmental Geochemistry (CW 15) (Spring)

See Department of Chemistry listings for description. **SCI** (Mr. Weis)

GL 300 Introduction to Petrology (Spring)

An introduction to processes involved in the formation of igneous and metamorphic rocks. The first half of the course includes inquiry into the classification, plate tectonic setting, and evolution of volcanic and plutonic igneous rocks. The second half includes study of progressive metamorphism, the pressure-temperature-time history of metamorphic rocks, and the relation between metamorphism and plate tectonics. Labs will include thin section studies of igneous and metamorphic rocks, as well as field trips in Vermont and the Adirondacks. 3 hrs. lect., 3 hrs. lab/field trips. (GL 211) (staff)

GL 301 Plate Tectonics and World Geology (Spring)

Plate tectonic theory, proposed nearly 30 years ago, provides a dynamic sense of order to geology. It integrates seafloor spreading, subduction, and crustal rifting, and explains the distribution of mountain ranges. This course focuses on plate tectonic theory as it applies to continents in particular. Discussions will focus on new or controversial directions of study, including the origin of continents, suspect terrains, extension within convergent mountain belts, and the application of active continental tectonics to recognition of geologic hazards. The tectonic history of some of the world's major mountain belts will also be discussed. 3 hrs. lect., 1 hr. disc. (staff)

[GL 321 Sedimentary Rocks]

[GL 342 Marine Geology]

[GL/GG 352 Quaternary Geology]

GL 382 Geophysics (Fall)

An introduction to the physical nature of the Earth from two perspectives: i) Whole-Earth Geophysics: the large-scale properties of the planet, including formation, structure, gravity, orbital properties, and seismology, and ii) Geophysical Exploration: acquisition and interpretation of geophysical data derived from surface and satellite-based observation. 3 hrs. lect., 3 hrs. lab (PH 109 or permission.) (Ms. Manley)

GL 400 Research Seminar (Fall)

The seminar provides research experience at an advanced level in areas such as field techniques, laboratory techniques, geologic literature, and geologic writing. The course meets once a week, and students focus on some aspect of geologic research involving stratigraphy, tectonics, geochemistry, structural geology, geomorphology, or modern processes. GL 400 is required of all geology majors in their junior or senior year. The seminar is open to others by waiver. 3 hrs. disc. or lab. (Mr. Coish)

GL 500 Readings and Research (Fall, Spring)

Individual or group independent study, laboratory or field research projects, readings and discussion of timely≠ topics in earth and environmental science. *(Approval required)* (staff)

GL 700 Senior Research (Fall, Spring)

A two-unit senior program dedicated to original research in geological science, resulting in a written thesis, which must be orally defended. *(Approval required)* (staff)

MATHEMATICS AND COMPUTER SCIENCE

Professors: Priscilla Bremser (on leave academic year), David Dorman, John Emerson (on leave academic year), Robert Martin; Peter Schumer; *John C. Baldwin Professor of Mathematics and Natural Philosophy:* Michael Olinick (chair); *Charles A. Dana Professor:* Bruce Peterson; *Associate Professors:* Matthew Dickerson, William Peterson; *Assistant Professors:* Stephen Abbott, Amy Briggs, Concetta Gomez, Timothy Huang, Daniel Scharstein (on leave spring), Frank Swenton ; *Lecturer:* Janine Clookey

The Department of Mathematics and Computer Science offers courses in a variety of areas within the mathematical sciences and computer sciences. These areas include foundations, analysis, algebra and number theory, topology, geometry and graphics, applied mathematics, computer languages and systems, computer science theory, computer applications, probability and statistics, and simulation and modeling. Accompanying the growth of applications in many fields has been the enrichment of our own programs by the addition and reorganization of courses offered to accommodate such applications.

Expanded course offerings in the computer sciences make study available to all students seeking an education in these areas. While the curriculum offerings serve the needs of computer science majors, various courses are also suited to majors from other areas who choose to minor in mathematics or computer science, and to students of the liberal arts who plan to take one or two courses in the computing area.

Our programs are designed to be carefully integrated into the liberal arts traditions of Middlebury College. They serve the needs of four groups of Middlebury College students:

1. Those who are interested in mathematics and computer science, but who will not have a major or a minor in a field that requires these subjects
2. Those who need mathematics or computer science as an integral part of their chosen major or minor
3. Those who choose to major or minor in mathematics, emphasizing a traditional study of mathematics and its modern applications
4. Those who choose to major or minor in computer science, emphasizing a liberal arts approach to computer science and its applications.

CX 103, MA 101, MA 105, MA 106, and MA 127 are courses designed for students with minimal secondary school background in mathematics or computer science. Students interested in mathematics who have completed MA 113 are strongly encouraged to enroll in 200-level courses in mathematics and computer science rather than in the 100-level courses. CX 103 is designed for students outside the natural sciences division. MA 105 and MA106 provide introductions to discrete mathematics and statistics for students who lack the prerequisites needed for MA 200, MA 310, MA 311, or MA315. MA 127 is an elementary course in computer simulation.

The mathematics major includes a core sequence of analysis, algebra, discrete mathematics, and computer science. Each student will choose several electives, with the help of an adviser, in order to best fulfill the student's particular mathematical needs and goals.

The computer science major includes a core sequence of introductory computer science and discrete mathematics, and a balance of upper-level electives in theory, systems, applications, and mathematics.

Mathematics or computer science majors interested in obtaining secondary school teaching certification need to notify the Teacher Education Program, preferably by the middle of their sophomore year. They should also contact Peter Schumer, the department's teacher education representative.

Required for the Major in Mathematics: MA 113, MA 200, MA 201, MA 300, MA302, and MA 401; CX 121; four MA electives at the 200 level or above; and MA 704 in the senior year.

Required for the Major in Computer Science: 12 courses including a senior thesis. The courses required for all majors are: MA 113 or MA 200, CX 121, CX 205, CX 214, CX 223, CX 341, CX 421, CX 423, and CX 704. Students are also required to take three CX electives at the 300 level or above. Up to two electives can be substituted with such mathematics courses as: MA 200, MA 302, MA 310, MA 321, and MA 324.

Honors Program: A student who wishes to be considered for departmental honors in mathematics or computer science must submit a proposed plan of study during his or her junior year. The program should meet the requirements listed above, but must also include an additional elective of an advanced nature. This elective is ordinarily at the 400 level, but certain 300-level courses may be accepted. Students should consult with their advisers as they develop proposals for honors study.

Required for the Minor in Mathematics: MA 112, MA 113, MA 200, MA 201, and two courses at the 300 level or above.

Required for the Minor in Computer Science: CX 121, CX 205, CX 214, CX 223, and two CX electives at the 300 level or above.

Students beginning at an advanced level must complete a minimum of four courses at the 200-level or higher for either a mathematics or computer science minor.

Advanced Placement: Advanced placement is offered to first-year students whose secondary training indicates they can commonly bypass one or more of the beginning courses in mathematics or computer science. Majors typically begin their study of mathematics in MA 113 or MA 200, and their study of computer science in CX 121 or CX 122. Mathematics majors who need to begin the study of calculus with MA 112 may arrange with their advisers to use this course as one of the required electives.

Joint Majors: Mathematics and computer science are frequently elected as joint or double majors with other disciplines.

The mathematics component of a joint major requires the following courses: MA 113, MA 200, MA

201, MA 300; one course from MA 302 and MA 401; one MA elective at the 200 level or higher; one MA elective at the 300 level or higher; MA 704. The computer science component of a joint major requires: CX 121, CX 122, CX 214, CX 223; one course from CX 421 and CX 423; one course from CX 341, CX 343, and CX 345; one course from CX 322, CX 326, and CX 328; and CX 704.

Students who wish to pursue either major and to enroll in teacher education as well should consult both the mathematics adviser and the director of teacher education early in their college careers. Students who plan to pursue their studies abroad during the junior year should also plan their course of study in the major by the end of their first year.

Because of the wide variation in course offerings at other institutions, students wishing to substitute a course from another school for any course in mathematics or computer science must seek approval from the department before registering for the course. In addition, students seeking MA 112 credit for a summer course taken elsewhere must pass a written examination given by the department in the fall. Check with the department early in the first week of classes for details.

MATHEMATICS

[MA 101 Principles and Practice of Mathematics] DED

[MA 105 Finite Mathematics: Probability, Matrices, and Programming] DED

MA 106 Introduction to Statistical Science (Spring)

A practical introduction to statistical methods and the examination of data sets. Computer software will play a central role in analyzing a variety of real data sets from the physical and social sciences. Topics include descriptive statistics, elementary distributions for data, hypothesis tests, confidence intervals, correlation, regression, contingency tables, and analysis of variance. The course is especially suited to students in the physical, social, environmental, and medical sciences who have a modest background in mathematics and who seek an applied orientation to data analysis. 3 hrs. lect., 1 hr. computer lab (MA 105, MA 112, or by waiver) **DED** (Mr. W. Peterson)

MA 110 Extended Calculus I (Fall)

A course for students with only two or three years of secondary school mathematics. This course integrates the material prerequisite to calculus with calculus itself. Algebra, graphs, and properties of continuous functions are studied as these topics relate to the calculus. Trigonometric functions, analytic geometry, logarithms, and exponential functions will be integrated into the course as the need arises. Extended Calculus is a two-semester course that begins in the fall with MA 110 and continues in the spring with MA 111. (Mr. Olinick)

MA 111 Extended Calculus (Spring)

Continuation of MA 110 for students with only two or three years of secondary school mathematics. Students completing MA 111 may register for any course requiring a MA 112 prerequisite. **DED** (Mr. Olinick)

MA 112 Calculus I (Fall, Spring)

Introductory analytic geometry and calculus. Topics include differential calculus of algebraic and trigonometric functions with applications to curve sketching, maximization problems and related rates, the indefinite and definite integral, area under a curve, fundamental theorem of calculus, volumes of solids of revolution. Designed for students with four years of secondary school mathematics, MA 112 assumes no prior introduction to the topics listed. **DED** (staff)

MA 113 Calculus II (Fall, Spring)

A continuation of MA 112, may be elected by first-year students who have had an introduction to analytic geometry and calculus in secondary school. Topics include an introduction to natural logarithm and exponential functions, calculus of the elementary transcendental functions, techniques of integration, infinite series and Taylor's theorem, polar coordinates, improper integrals, ordinary differential equations. (MA 112 or by waiver) **DED** (staff)

[MA 127 Understanding Changing Systems]

MA 200 Linear Algebra (Fall, Spring)

Matrices and systems of linear equations, the Euclidean space of three dimensions and other real vector spaces, independence and dimensions, scalar products and orthogonality, linear transformations and matrix representations, eigenvalues and similarity, determinants, the inverse of a matrix and Cramer's rule. (MA 112 or by waiver) **DED** (fall: Mr. W. Peterson, spring: Mr. Abbott)

MA 201 Multivariable Calculus (Fall, Spring)

The calculus of functions of more than one variable. Introductory vector analysis, analytic geometry of three dimensions, partial differentiation, multiple integration, line integrals, elementary vector field theory, and applications. (MA 113 and MA 200 or by waiver; MA 200 may be taken simultaneously) **DED** (fall: Mr. B. Peterson, spring: Mr. Schumer)

[MA/CX 205 Mathematical Foundations of Computing]

See listing under Computer Science.

[MA 220 Graph Theory]

[MA 227 Set Theory]

MA 228 Mathematical Logic (Spring)

This course begins with a look at sentential logic, truth tables and their applications. It also explores first order logic and natural deduction systems, and considers how to decide whether a statement is true or provable. Important theorems covered include the Completeness Theorem and the Compactness Theorem. The course concludes with a discussion of the Incompleteness Theorem, the monumental work of Kurt Gödel. (MA 200) **DED** (Ms. Gomez)

[MA 240 History of Mathematics]

[MA 250 Ethnomathematics: A Multicultural View of Mathematical Ideas and Methods]

MA 300 Topics in Linear Algebra and Differential Equations (Spring)

A continuation of MA 200. Topics may include diagonalization of matrices, quadratic forms, inner product spaces, canonical forms, the spectral theorem, positive matrices, the Cayley-Hamilton theorem, ordinary differential equations of arbitrary order, systems of first-order differential equations, power series, and eigenvalue methods of solution, applications. (MA 200) **DED** (Mr. B. Peterson)

MA 302 Abstract Algebra (Fall)

Groups, subgroups, Lagrange's theorem, homomorphisms, normal subgroups and quotient groups, rings and ideals, integral domains and fields, the field of quotients of a domain, the ring of polynomials over a domain, Euclidean domains, principal ideal domains, unique factorization, factorization in a polynomial ring. (MA 200 or by waiver) **DED** (Mr. Schumer)

[MA 310 Probability]

[MA 311 Statistics]

MA 312 Stochastic Processes (Fall)

Stochastic processes are mathematical models for random phenomena evolving in time or space. This course will introduce important examples of such models, including random walk, branching processes, the Poisson process and Brownian motion. The theory of Markov chains in discrete and continuous time will be developed as a unifying theme. Depending on time available and interests of the class, applications will be selected from the following areas: queuing systems, mathematical finance (Black-Scholes options pricing), electrical networks, probabilistic algorithms, and Monte Carlo simulation. (MA 310) (Mr. W. Peterson)

MA 315 Mathematical Models in the Social, Life, and Management Sciences (Fall)

An introduction to the role of mathematics as a modeling tool and an examination of some mathematical models of proven usefulness in problems arising in the social and management sciences. Topics will be selected form the following: axiom systems as used in model building, optimization techniques, linear and integer programming, theory of games, systems of differential equations, computer simulation, stochastic process. Specific models in political science, ecology, sociology, anthropology, psychology, and economics will be explored. (*Approval required*) **DED** (Mr. Olinick)

MA 318 Operations Research (Spring)

Operations research is the utilization of quantitative methods as an aid to managerial decisions. In the course, several of these methods will be introduced and studied in both a mathematical context and a physical context. Topics included will be selected from the following: classification of problems and the formulation of models, linear programming, network problems, transportation problems, shortest route problems, assignment problems, integer programming, nonlinear programming queues, inventory problems, and game theory. (*Approval required*) **DED** (Mr. W. Peterson)

MA 321 Elementary Number Theory (Fall)

Divisibility and primeness. Number congruences; the theorems of Lagrange, Fermat, and Euler; residue theory; quadratic reciprocity. Diophantine equations. The distribution of primes, density, and the prime number theorem. (MA 113) (Mr. Dorman)

[MA 322 Topics in Advanced Number Theory]

[MA 324 Numerical Analysis]

DED

[MA 330 Approaches to Geometry]

[MA 345 Combinatorics]

DED

MA 401 Advanced Calculus (Fall)

An axiomatic treatment of the topology of the real line, real analysis, and calculus. Topics include neighborhoods, compactness, limits, continuity, differentiation, Riemann integration, and uniform convergence. (MA 201) (Mr. Abbott)

[MA 402 Measure and Integration]

[MA 403 Abstract Algebra II]

[MA 411 Elementary Topology (CW 15)]

MA 431: Complex Analysis (Spring)

An introduction to functions of complex variables. Mappings of the complex plane, analytic functions, Cauchy Integral Theorem and related topics. (MA 201 or waiver) **DED** (Mr. Dorman)

[MA 432 Hyperbolic Geometry]

MA 500 Advanced Study (Fall, Spring)

Individual study for qualified students in more advanced topics in algebra, number theory, real or complex analysis, topology. Particularly suited for those who enter with advanced standing. (*Approval required*) (staff)

MA/CX 704 Senior Seminar (Fall, Spring)

Each student is required to complete and present a major paper on a topic chosen with the advice of a faculty member. In addition, during the academic year, each student is expected to attend a series of lectures designed to introduce and integrate ideas of mathematics not covered in the previous three years. (fall: Ms. Briggs, spring: Mr. Olinick)

COMPUTER SCIENCE

This program at Middlebury is designed with the goal of providing a solid foundation in computer science through a wide variety of course offerings in the Department of Mathematics and Computer Science. Detailed descriptions of courses appear in the course listings for the Department of Mathematics and Computer Science. Students desiring a single course that provides a broad overview of computing and computers should elect CX 103. Students desiring an in-depth knowledge of computers and programming methodology, or those who wish to fulfill a concentration or major in computer science, should elect CX 121.

Major: The Department of Mathematics and Computer Science offers a major in computer science. Students who elect this major take an introductory sequence of core courses and a variety of upper-level electives balanced among systems, theory, and applications, and do their senior work in computer science. Students should consult the catalog listings for the Department of Mathematics and Computer Science for further details.

Minor: The Department of Mathematics and Computer Science offers a minor in computer science. Students should consult the catalog listings for the Department of Mathematics and Computer Science for further details.

CX 103 Introduction to Computers (Fall, Spring)
An introduction to computing for those interested in acquiring a broad-based understanding of computer science, as well as some elementary computer literacy. The course will cover topics such as function and organization of a computer, social issues in computing, and basic programming concepts. We will also look at some contemporary uses of computers in society. Open to sophomores and first-year students. Juniors and seniors may take the course by waiver only. **DED** (fall: Mr. Martin; spring: Ms. Briggs)

[CX 106 Introduction to Computer Graphics] DED

CX 121 Fundamentals of Computing (Fall, Spring)
A breadth-based approach to the fundamental concepts and techniques of computer science, balancing mathematical foundations, topics in computer science, and structured programming. The learning of mathematical concepts and techniques such as proof methods, logic and set theory, elementary number theory, and matrices will be motivated and reinforced by direct application in the context of topics in computer science, as well as in the practice of structured programming in the lab. Strong emphasis will be placed on algorithmic problem solving. **DED** (fall: Mr. Dickerson, spring: Mr. Huang)

CX/MA 205 Mathematical Foundations of Computing (Fall)
A rigorous introduction to the mathematical foundations of computer science, with an emphasis on formal reasoning. Topics include propositional and predicate logic, sets, functions, and relations; basic number theory; mathematical induction and other proof methods; combinatorics, probability, and recurrence relations; graph theory; and models of computation. **DED** (Mr. Dickerson)

CX 214 Data Structures and Program Design (Spring)
An introductory course in computer science stressing ideas and structures helpful in designing algorithms and writing programs for solving large, complex problems. The course will introduce many important abstract data types (ADTs) such as stacks, queues, and trees, as well as the object-oriented programming (OOP) paradigm. It will then focus on various data structures used to implement these ADTs, contrasting the competing structures in terms of their space and time efficiency and other considerations that vary from application to application. (CX 121) (Ms. Briggs)

CX 223 Computer Systems and Assembly Language Programming (Spring)
A detailed study of the hardware and software that make up a computer system. The design and philosophy of several currently available minicomputers will be stressed. Programming in assembly language of one of these computers will be taught and used throughout the course. (CX 214 or concurrently with CX 214) (Mr. Martin)

[CX 322 Geometry and Computer Graphics]

CX 326 Artificial Intelligence (Fall)
Introduction to the theory and techniques that enable computers to behave intelligently. Topics include search strategies, constraint propagation, inductive and deductive reasoning, knowledge representation, expert systems, and natural language processing. The course will teach programming in LISP. (CX 121 or by waiver) **DED** (Mr. Huang)

[CX 328 Cryptology]

CX 330 Computational Geometry (Spring)
Computational geometry involves the design and analysis of algorithms and data structures for the solution to problems of a geometric and computational nature. It is an old field, involving aspects of algorithms, geometry, combinatorics and probability, whose roots can be found in algorithmic questions posed by Euclid. Modern applications of computational geometry include geographic information systems, medical imaging, computer-aided design, and robotics. This course will explore some famous problems in computational ge-

ometry, including convex hulls, Voronoi diagrams, proximity problems, and triangulation's. Work will include a mix of written assignments and programming assignments. (CX 214 or [CX 122 and MA 330]) (Mr. Dickerson)

CX 331 Computer Networks (Spring)
Computer networks have had a profound impact on modern society. This course will investigate how computer networks are designed and how they work. Examples from the Internet as well as our own campus network will be discussed. (Mr. Martin)

[CX 333 Parallel Programming and Algorithm Design]

CX 336 Computer Vision (Fall)
An introduction to computer vision, covering topics such as edge detection, stereo vision, structure from motion, and object recognition. The course will include several programming projects in which students will implement, test, and evaluate some of the algorithms covered. (CX 214) 3 hrs. lect. **DED** (Mr. Scharstein)

[CX 337 Robotics]

CX 341 Operating Systems (Spring)
An introduction to the computer software and firmware that manage the complex resources of a modern computer and form the interface between user and hardware. Topics include: process, storage and memory management, scheduling, I/O, distributed systems, deadlock, and security. (CX 214) (Mr. Huang)

CX 343 Principles of Compiler Design (Fall)
Introduction to the design and construction of compilers and translators. Finite automata, lexical analysis, context-free grammars, top-down and bottom-up parsing, translation, code optimization, code generation, symbol tables, run-time organization, error recovery. Term project involving adding capabilities to an existing compiler for a Pascal-subset language. (CX 214) (Mr. Scharstein)

[CX 345 Programming Languages]

CX 421 Theory of Computation (Fall)
An introduction to varied topics in theoretical computer science, including finite state automata, formal languages, Turing machines, and NP completeness. (Ms. Briggs)

CX 423 Algorithms and Complexity (Spring)
The theory of the design and analysis of algorithms covering topics such as the complexity and efficiency of algorithms, various complexity classes of algorithms, the notion of computability, and methods for determining the correctness of algorithms. The course covers advanced data structures, such as balanced search tree schemes, and also important algorithmic techniques, including greedy and dynamic programming. (CX 214) (Mr. Dickerson)

CX 500 Advanced Study (Fall, Spring)
Individual study for qualified students in more advanced topics in computer science theory, systems, or application areas. Particularly suited for students who enter with advanced standing. *(Approval required.)* (staff)

CX/MA 704 Senior Seminar (Fall, Spring)
Same format as MA 704, and meets with MA 704, but the student's paper will be in some area of computer science. Students interested in CX 704 should refer to MA 704. (fall: Ms. Briggs, spring: Mr. Olinick)

Molecular Biology and Biochemistry

Professors: Stephen Sontum (chemistry and biochemistry); Christopher Watters (biology); *Associate Professor:* Robert Cluss (chemistry and biochemistry); Chair: Grace Spatafora (biology); *Assistant Professors:* Matthew Dick (biology); Lisa Landino (chemistry and biochemistry); *Visiting Assistant Professor:* Joshua Kavaler (biology)

The program in molecular biology and biochemistry represents a combined instructional effort by members of the biology department and the department of chemistry and biochemistry. The major is designed for students with overlapping interests in biology and chemistry. Students receive a strong foundation in cellular biology, molecular genetics, and biochemistry; and should be well prepared for medical school, graduate studies in biochemistry, cellular or molecular biology, or employment in biotechnical research.

Required for the Major: The major in molecular biology and biochemistry is composed of 14 required courses and 2 electives. Students may be able to bypass introductory courses in chemistry, mathematics, or physics on the basis of AP credit or proficiency exams. Those who bypass CH 103 may begin with CH 104 (fall or spring) or CH 107 (fall only).

There is no minor in molecular biology and biochemistry

Program Honors: Majors are encouraged to undertake independent research with an MBB faculty mentor. Research towards senior honors (BI 500 or CH 400) may be initiated by any junior with a minimum GPA of 3.0 in the major and the consent of a mentor. Any major not meeting these standards, however, is still eligible to initiate an independent study research project (BI 500, CH 500). Please note: registration in BI 500, CH 400 and CH 500 requires a waiver from the faculty research mentor. Students considering senior research are urged to begin conversations with faculty early in their junior year (certainly by winter term) because many thesis projects begin during the summer preceding the senior year. Those eligible for high honors in molecular biology and biochemistry will (1) complete at least two semesters of research, which may include winter term, (2) graduate with a minimum GPA of 3.0 in the major, (3) present a public seminar describing the significance, methodology, results, and conclusions of their research, (4) successfully defend their thesis before a committee of three faculty, two of whom must be affiliated with the MBB program and (5) earn a grade of at least B+ for the final semester of work with the grade based on their research performance, their written thesis, and their thesis presentation and thesis defense.

Suggested Schedule

First year fall

CH 103 Fundamentals of Chemistry I
if CH 103 satisfied, then either
CH 104 Fundamentals of Chemistry II *or*
CH 107 Advanced First-Year Fundamental Chemistry
MA 112 Calculus I
BI 195 Genetics and Evolution
(or spring semester)

First year spring

CH 104 Fundamentals of Chemistry II
(if not already taken)
MA 113 Calculus II

Sophomore year fall

CH 241 Organic Chemistry I
BI 250 Organelles and Cells
(or spring semester)

Sophomore year spring

CH 242 Organic Chemistry II

Junior year fall

CH 322 Biochemistry of Macromolecules *or*
BI 310 Microbiology
(Both CH 322 and BI 310 are required for the major.)
PH 109 Newtonian Physics
BI 360 Practical Cell Biology
(Either BI 360 or CH 353 below is required for the major.)

Junior year spring

BI 314 Molecular Genetics
PH 110 Electricity and Magnetism
CH 353 Physical Biochemistry
(Either CH 353 or BI 360 above is required for the major.)

Senior year fall

CH 322 Biochemistry of Macromolecules
(if not already taken)
BI 310 Microbiology *(if not already taken)*
Senior thesis research and/or electives

Possible electives include:

BI 500 Independent Studies in Biology *or*
CH 400 *or* CH 500 Independent Study in Chemistry and Biochemistry
[BI 225 Human Genetics]
BI 305 Developmental Biology
[BI 330 Mechanisms of Microbial Pathogenesis]
BI 340 Immunology
BI 360 Practical Cell Biology
[BI 430 Microbes and Malignancy]
[BI 440 Membranes in Health and Disease]
[BI 496 Seminar in Molecular Evolution]

CH 353 Physical Chemistry for the Life Sciences
CH 425 Biochemistry of Metabolism
[CH 430 Current Topics in Biochemistry]

Winter term courses in selected topics (e.g., Streptococcal Genetics, Key Issues in Genetic Engineering, Molecular Endocrinology, Computer Modeling in Chemistry and Biochemistry)

PHYSICAL EDUCATION AND ATHLETICS

Physical education is a *degree requirement.* The physical education program concentrates on lifetime sports, so that all students leave Middlebury College with exposure to sports or recreational activities in which they have developed a degree of skill and interest, which will be an asset to them in later years. Each course carries one unit of physical education credit, with the exception of beginning swimming for nonswimmers, which can be taken during the first year for two units of credit.

Before graduation, students must complete two different courses to receive the required two credits. Students are encouraged to complete the credits by the end of their fourth academic semester at Middlebury (excluding winter term). In the case of transfer students, students are encouraged to complete the requirement by the end of their second semester at Middlebury. Students who have not completed their requirement by the second semester of their senior year will not be eligible to graduate.

Students may use participation on varsity and junior varsity intercollegiate teams as a way of satisfying the physical education requirement. No more than one of the two physical education credits may be earned from participation in a single sport. Two-sport athletes may satisfy both physical education credits through participation on varsity and junior varsity intercollegiate teams.

The physical education department also recognizes participation in two clubs sports. The two club sports that can receive a physical education credit are rugby and crew which have a coach on site for practices and games. The hourly commitment for rugby is one fall season for men and one spring season for women, equal to 20 hours of practice and four matches. The hourly commitment for crew is three seasons. Each of these club sports will equal one physical education credit.

Students who wish to elect additional courses beyond those required for graduation may register with the department for the appropriate season and be scheduled for classes on a space-available basis. The courses and activities follow:

Certification Courses (textbook and related fee applicable): lifeguard training, C.P.R., first aid.

***Special Lessons* (fees apply):** aerobics, alpine skiing, juggling, martial arts, massage, riding, scuba, ski touring, tai chi and yoga. These courses are generally taught by instructors outside of the College.

The fees and times are circulated to the students prior to each P.E. session.

Equipment Sports (students provide equipment): cycling, figure skating, tennis

More Equipment Sports (department provides equipment): archery, badminton, fencing, golf, squash, and volleyball

Conditioning Courses: weight training, general conditioning, circuit training, swimming for conditioning and fitness carnivals.

Dance Courses (as available): varying levels of ballet, jazz, and modern dance (TH 160, TH 161, TH 162, TH 260, TH 261, TH 276, TH 360, TH 361, TH 380, TH 381)

Special Departmental Course Offerings (as available): When offered, information on these courses will be available during the registration period for the season concerned.

Beginning Swimming for Nonswimmers: It is strongly recommended that students who cannot swim take this course in their first year. Students identified as nonswimmers may earn two physical education credits if they take beginning swimming and become able to swim 25 yards and tread water for five minutes by the end of the first year. The physical education department will provide individual lessons, if necessary, and will allow the student to repeat the course throughout his or her first year.

The department schedules two seasons of instructional courses in the fall and spring terms and one season in the winter term. Registration is on a first-come, first-served basis and is open to students electing courses on a space-available basis. Students unaware of their physical education record should check with the department secretary in the field house to ensure completion of their program prior to graduation. Applications for transfer credit must be made in advance, following College procedure for academic credit transfer. The Dean of Student Affairs Office processes credits from transcripts for students transferrring to Middlebury.

All requests for medical waivers must come from the student's physician. Injuries and illnesses suffered on campus will be considered as exceptions to the previous statement and will be handled by the College health center.

SEASON DATES

September 11- October 13, 2000
October 23 – December 1, 2000
January 1 – February 2, 2001
February 19 – March 23, 2001
April 2 – May 4, 2001

PHYSICS

Professors: Jeffrey Dunham (chair), Stephen Ratcliff, P. Frank Winkler, Richard Wolfson; *Assistant Professor:* Susan Watson

Physics is the fundamental science; it leads to our most basic understanding of the natural world and of human technological achievements. The physics program at Middlebury is designed to integrate physics into the liberal arts curriculum, as well as to provide challenging courses and research opportunities for students majoring in physics. Courses and student research activities in astronomy are also part of the physics program.

Course offerings reflect the needs of three categories of students: (1) those majoring in physics; (2) those majoring in another science who need a basic introduction to physics and the analytical skills it provides; and (3) those majoring in areas outside the sciences, who seek to explore the concepts of physics with a minimum of mathematics.

Courses designed especially for nonscience students are PH 155 (Introduction to the Universe), PH 101 (Physical Reality and Human Thought), and first-year student seminars. Students majoring in the sciences, and others who desire a more analytical approach to physics, usually take the two-semester introductory physics sequence PH 109-110. In addition, they may elect more advanced courses at the 200 level. Students in premedical and other programs requiring two semesters of physics should take PH 109-110; other 100-level physics courses are not acceptable.

For those majoring in physics, we offer a broad range of courses that emphasize a variety of topics in physics while building both theoretical understanding and experimental skills. Middlebury physics majors apply their education in a wide variety of careers. Some pursue graduate work in physics and related fields. Others find their physics degrees valuable in engineering, medicine, business, law, teaching, government service, and other pursuits. The physics program is designed to encourage both those intending advanced study in physics and those for whom formal work in physics will end with the Middlebury degree.

The physics department encourages its majors to consider studying abroad to gain experience at international research facilities, learn different national styles of scientific thinking, improve language proficiency, and pursue academic interests outside of physics. Upper level physics courses taken abroad may be eligible for physics course credit upon approval of the department chair; students are strongly encouraged to obtain this approval before going abroad.

Physics majors who are interested in obtaining high school physics teaching certification need to notify the teacher education program preferably no later than the middle of their sophomore year. They should also contact Professor Prigo, the physics department's teacher education affiliate.

Required for the Major in Physics: The major program consists of eight required physics courses: PH 109, PH 110, PH 201, PH 202, PH 212, PH 301, PH 321, and the winter term course PH 111 offered each year and serving as a bridge between PH 109 and PH 110; a minimum of two electives; and the senior program. Electives may be chosen from physics courses at the 200 level and above except that one course from the following list may be substituted: MA 300, MA 302, MA 324, MA 431, CX 214, CX 223, GL 382, CH 351, CH 352, PA 355. Mathematics at least through the level of MA 113 is also required; this requirement may be satisfied either at Middlebury or through appropriate pre-college courses in calculus. Independent study courses such as PH 500 may not be used for elective credit. In addition to the courses listed below, courses that satisfy the elective requirement in physics are occasionally offered during the winter term.

Prospective majors must begin the physics sequence no later than the sophomore year. Starting in the first year allows more flexibility in the choice of courses and thesis topics.

Students planning graduate work in physics should elect as many as possible of PH 330 (Analytical Mechanics), PH 350 (Statistical Mechanics), and PH 401 (Quantum Mechanics). In addition, MA 200 and MA 201 are strongly recommended for those anticipating graduate study. Most physics majors will find computer programming skills through the level of CX 205 extremely valuable.

Senior Program: The major program culminates with a two-unit senior thesis. The thesis involves a significant piece of experimental or theoretical research. Thesis topics in recent years have included work in astrophysics, laser spectroscopy, biophysics, holography, high-temperature superconductivity, ultrasonics, plasma physics, and nuclear magnetic resonance.

Departmental Honors: A minimum grade average of B in physics courses is required of all honors candidates. Honors in physics are awarded primarily on the basis of excellent senior thesis work. A student's overall accomplishments in the department, including course work, teaching assistantships, and leadership are also considered in the awarding of honors.

Required for the Minor in Physics: The minor in physics consists of at least five courses, two of which must be PH 109 and PH 110. At least one of the others is to be chosen from among PH 201 and PH 202; any two additional PH courses, including those offered during winter term, complete the minor.

Pre-Engineering: Some students study physics with the intent of eventually doing engineering, either through a 3-2 program or in graduate school. Students who pursue a physics major en route to a 3-2 engineering degree should take the same six-course introductory sequence outlined above, one elective course in physics, and CX 121. Four-year pre-engineering students take the normal physics major and choose electives in consultation with Mr. Winkler, the pre-engineering adviser.

Advanced Placement: Students who seek advanced placement in physics should take the College Board AP examinations. Credit for PH 109 and/or PH 110 is given to students who achieve a score of 4 or 5 on the Physics C: Mechanics and/or Physics C: Electricity and Magnetism examination, respectively. One AP credit is given to students who take the Physics B examination and achieve scores of 4 or 5, but such students are advised to begin their study of physics with PH 109.

PH 101 Physical Reality and Human Thought (Spring)

This course for nonscience students will explore major ideas that shape our understanding of physical reality. The course will focus on the developments of modern physics, particularly relativity and quantum theory. The physical content of these ideas will be emphasized in a nonmathematical way, and their philosophical implications discussed. Tracing the historical development of physical theories will convey a sense of the evolutionary and revolutionary aspects of scientific progress. The course concludes with contemporary attempts to understand the evolution of the universe in terms of the most fundamental physical principles. (Not open to students who have completed PH 201.) 3 hrs. lect., 1 hr disc. **SCI DED** (Mr. Wolfson)

[PH 104 Chaos, Complexity, and Self-Organization]

PH 109 Newtonian Physics (Fall, Spring)

This course examines motion as it occurs throughout the universe. Topics covered include inertia, force, Newton's laws of motion, work and energy, linear momentum, collisions, gravitation, rotational motion, torque, angular momentum, and oscillatory motion. Emphasis is on practical applications in physics, engineering, the life sciences, and everyday life. Laboratory work and lecture demonstrations illustrate basic physical principles. (Students in PH 109 should be enrolled concurrently in MA 112 or have completed a high school or college calculus course.) 3 hrs. lect., 3 hrs. lab. **SCI DED** (fall: staff, spring: staff)

PH 110 Electricity and Magnetism (Spring)

The physical principles of electricity and magnetism are developed and applied to the electrical structure of matter and the electromagnetic nature of light. Practical topics from electricity and magnetism include voltage, current, resistance, capacitance, inductance, and AC and DC circuits. Laboratory work includes an introduction to electronics and to important instruments such as the oscilloscope. (PH 109 or by waiver; MA 113 is a corequisite) 3 hrs. lect., 3 hrs. lab. **SCI DED** (Mr. Ratcliff)

PH 111 Thermodynamics, Fluids, Wave Motion, and Optics (Winter)

This lecture and laboratory course covers concepts from classical physics which are not included in PH 109 and

PH 110, and serves as a bridge between those two courses. Topics include thermal properties of matter, thermodynamics, fluid mechanics, wave motion, sound, and geometrical and physical optics. This course is strongly recommended for all students otherwise required to take PH 109 and PH 110 as part of a major or of a premedical program, and is required for physics majors. (PH 109 or equivalent) **SCI DED** (Mr. Winkler, staff)

PH 155 An Introduction to the Universe (Fall)
Our universe comprises billions of galaxies in a rapidly expanding fabric. How did it begin? Will it expand forever, or how may it end? How do the stars that compose the galaxies evolve from their births in clouds of gas, through the tranquility of middle age, to their often violent deaths? How can scientists even hope to answer such cosmic questions from our vantage point on a small planet, orbiting a very ordinary star? Are there other planets, orbiting other stars, where intelligent beings may be doing the same thing? This introductory astronomy course, designed for nonscience majors, will explore these and other questions. Students will also become familiar with the night sky, both as part of our natural environment and as a scientific resource, through independent observations and sessions at the College Observatory. (Students may not receive credit for both PH 155 and PH 165.) 3 hrs. lect., 2 hrs. lab/disc. **SCI DED** (Mr. Winkler)

PH 165 Physics in the Universe (Fall)
This introduction to the phenomena and physical principles of the universe follows a similar syllabus to that of PH 155, but with an added emphasis on analytical material. Principles of Newtonian mechanics are applied to the motions of planets, stars, and galaxies; statistical techniques help in understanding structures ranging from the interiors of stars to clusters of galaxies; and quantum principles are used to understand the radiation we receive from cosmic sources and the physical processes at work there. 3 hrs. lect., 3.5 hrs. lab/disc. (Students may not receive credit for both PH 155 and PH 165.) **SCI DED** (Mr. Winkler)

PH 201 Relativity and Quantum Physics (Fall)
This course probes a number of areas for which classical physics has provided no adequate explanations. Topics covered include Einsteinian special relativity, quantization of atomic energy levels and photons, the atomic models of Rutherford and Bohr, and wave-particle duality. (PH 110, MA 113) 3 hrs. lect. **SCI** (Mr. Ratcliff)

PH 202 Quantum Physics and Applications (Spring)
This course introduces quantum theory and statistical mechanics, and explores the Heisenberg uncertainty principle, the Schrödinger wave equation, and wave mechanics. These techniques are then applied to atomic, molecular, nuclear, and elementary particle systems. (PH 201; concurrent or prior PH 212 strongly suggested) 3 hrs. lect. (Mr. Winkler)

PH 212 Applied Mathematics for the Physical Sciences (Spring)
This course concentrates on the methods of applied mathematics used for treating the partial differential equations that commonly arise in physics, chemistry, and engineering. Topics include differential vector calculus, Fourier series, and other orthogonal function sets. Emphasis will be given to physical applications of the mathematics. Both analytic and numerical methods are employed. This course is a prerequisite for all 300- and 400-level physics courses. (MA 113, PH 110, or by waiver) 3 hrs. lect., 1 hr. disc. **SCI** (Mr. Wolfson)

PH 221 Electronics for Scientists (Fall)
An introduction to modern electronic circuits and devices, emphasizing both physical operation and practical use. Transistors and integrated circuits are considered in both analog and digital applications. Examples and laboratory experiments stress measurement and control applications in the physical and biological sciences. Students will gain hands-on familiarity with the design, use, and troubleshooting of electronic instrumentation. (PH 110 or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI** (Mr. Wolfson)

[PH 261 Observational Astronomy and Data Analysis]

PH 301 Intermediate Electromagnetism (Fall)
The unified description of electricity and magnetism is one of the greatest triumphs of physics. This course provides a thorough grounding in the nature of the electric and magnetic fields and their interaction with matter. Mathematical techniques appropriate to the solution of problems in electromagnetism are also introduced. The primary emphasis is on static fields, with the full time-dependent Maxwell equations and electromagnetic waves introduced in the final part of the course. (PH 212) 3 hrs. lect. (Mr. Wolfson)

[PH 302 Electromagnetic Theory]

PH 321 Experimental Techniques in Physics (CW 10) (Fall)
This course will cover the design and execution of experiments, and the analysis and presentation of data, at an advanced level. Laboratory experiments will be chosen to illustrate the use of electronic, mechanical, and optical instruments to investigate fundamental physical phenomena, such as the properties of atoms and nuclei and the nature of radiation. Skills in computer-based data analysis and presentation will be developed and emphasized. This course satisfies the College writing requirement for students who so desire. (PH 201, PH 202, PH 212, or by waiver) 3 hrs. lect., 3 hrs. lab. **SCI DED** (Mr. Ratcliff)

PH 330 Analytical Mechanics (Spring)
An intermediate-level course in the kinematics and dynamics of particles and rigid body motion. The topics will include: analysis and application of Newton's law of mechanics; the concepts of work, energy, and power; energy

conservation; momentum and momentum conservation; torque, angular momentum, and angular momentum conservation; oscillatory motion; and central-force motion. Lagrange's and Hamilton's formulations of classical mechanics will be introduced with emphasis placed on developing lasting problem-solving strategy and techniques. (PH 109, PH 212 or by waiver) 3 hrs. lect. (staff)

[PH 350 Statistical Mechanics]

PH 360 Topics in Contemporary Physics (Fall, Spring)
This course explores an area of current interest in physics. Topics vary from year to year, depending on faculty and student interest. The emphasis is on thorough exploration of a contemporary field of physics accessible to students with an intermediate undergraduate physics background. Students will be consulted before selection of the course topic, and a detailed description will be provided before fall term registration. (PH 202, PH 212; additional prerequisites may be imposed.) 3 hrs. lect., occasional laboratories. (Mr. Dunham)

PH 401 Quantum Mechanics (Spring)
A fundamental course in quantum mechanics aimed at understanding the mathematical structure of the theory and its application to physical phenomena at the atomic and nuclear levels. Topics include the basic postulates of quantum mechanics, operator formalism, Schrödinger equation, one dimensional and central potentials, angular momentum and spin, perturbation theory, and systems of identical particles. (PH 202, PH 212) 3 hrs. lect. (Mr. Dunham)

[PH 402 Advanced Quantum Mechanics]

PH 500 Independent Study and Special Topics (Fall, Spring)
(Approval required) (staff)

PH 705 Senior Research and Thesis (Fall, Winter, Spring)
Independent research in the fall, winter, and spring terms culminating in a written thesis (two units total). *(Approval required)* (staff)

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SOCIAL SCIENCES

ECONOMICS

Christian A. Johnson Distinguished Professor of Economics: David C. Colander (on leave fall term); *Alan R. Holmes Visiting Professor of Economics:* Scott Pardee; *Professors:* Michael P. Claudon, Paul M. Sommers, Phanindra V. Wunnava (Acting Chair 2000-1); *Visiting Professor:* David Horlacher (part time, fall term); *Associate Professor:* Sunder Ramaswamy (chair; on leave academic year); *Assistant Professors:* Jeffrey Carpenter, Thomas Kelly, Peter Hans Matthews, William Pyle; *Visiting Assistant Professor:* Landreth Freeman, Robert Prasch *Instructor:* Jonathan T. Isham

I. REQUIRED FOR THE MAJOR

The economics major consists of four sequences

Introductory Sequence: EC 150 and EC 155. Neither EC 150 nor EC 155 assumes any prior exposure to economics, but both courses presume a thorough working knowledge of algebra. Note: No student who receives a grade below a C- in either EC 150 or EC 155 will be admitted into the Intermediate Theory Sequence without a waiver

Quantitative Sequence: EC 210 and EC 211. Students must pass EC 210 with at least a C- to be admitted into EC 211 without waiver. MA 111 or MA 112 is a prerequisite for EC 211.

Intermediate Theory Sequence: EC 250 and EC 255. MA 111 or MA 112 is a prerequisite for EC 255. The department will waive the MA 112 requirement for students who score a 3 (or higher) on the Advanced Placement Calculus AB exam.

Note: It is important, especially for those planning to study abroad, that the above three sequences be completed preferably by the end of the sophomore year, or by the end of the fall term, junior year. As of the 1998-99 Catalog, please be advised that macroeconomic theory and microeconomic theory have been renumbered as EC 250 and EC 255, respectively. In addition, a few other course numbers have been changed: EC 235 (Economic Integration) is now EC 335, EC 310 (Economics of Investing) is now EC 205, EC 365 (Environmental Economics) is now EC 265, EC 440 (International Trade) is now EC 444.

Elective Sequence: Majors are required to take at least four electives, two of which ***must*** be 400-level seminar courses. The other two electives may be 200, 300, or 400 level courses. One 400-level course ***must*** be completed at Middlebury. 400 level courses are seminars that typically enroll 15 students, have intermediate theory as a prerequisite and serve as a capstone experience for the major. Emphasis is placed on reading, writing, and discussion of economics at an advanced level. Note: EC 800 does not substitute for a 400-level course.

Students majoring in economics cannot count all three of the courses EC 230, EC 330, and EC 430, nor can they count both EC 425 and EC 426 toward the minimum of 10 required courses. EC 140 (Introduction to the World Economy) and EC 205 (Economics of Investing) will **not** count towards the major, though EC 205 will count towards the minor. Economics electives taken during the Winter Term do **not** count towards the major or the minor.

Honors: Seniors interested in earning departmental honors may choose either of two options: the independent research option or the senior honors thesis seminar option. The independent research option is open to students who have received a grade of A- or better on a 400-level seminar paper and who have an accumulated G.P.A. of 3.5 or higher in regular semester economics courses taken at Middlebury prior to the start of the project. The senior honors thesis seminar option (EC 800) is open to any senior economics major who has an accumulated G.P.A. of 3.0 or higher in regular semester economics courses taken at Middlebury prior to the start of the thesis. Normally, honors candidates should have completed the three non-elective sequences by the beginning of the fall term, senior year. Detailed descriptions and requirements of the two options are available from the department.

Joint Major Requirements: Students can major in economics jointly with another discipline. You should discuss the rationale of combining economics with another discipline as a Joint Major with your adviser or department chair. The requirements in economics include a minimum of eight courses: EC 150, EC 155, EC 210, EC 211, EC 250, EC 255, and two electives, one of which must be at the 400 level.

Honors for Joint Majors: Students completing a joint major in economics and a related discipline who aspire to earn departmental honors must either (1) complete EC 800 Senior Research for Honors, in addition to the other joint major requirements, or (2) complete the related department's senior thesis program. Honors candidates choosing option (2) are required to (a) find an adviser in the economics department, (b) submit a final copy of the thesis to the coordinator of EC 800 on the due date set for students in EC 800, and (c) defend the thesis during a seminar presentation to the economics department. Candidates choosing either option must meet the minimum grade requirements for honors in economics: a B average (3.0) in courses taken from the joint major and a B+ on the thesis.

International Studies Major: The IS major allows students to combine the study of a language and focus on an area with another discipline in humanities or social sciences, linking both with an appropriate experience abroad. IS majors who choose East Asian studies, European studies, Latin American studies, or Russian and East European studies as their program of emphasis along with economics as their disciplinary specialization, should take the following: EC 150, EC 155, EC 250, EC 255, one regional elective, one 400 level seminar focusing on the region, or one seminar in international/development issues. If a non-regional seminar is taken (e.g., EC 425, EC 444, or EC 445), the final paper should focus on the region of study. Students wishing to major in the International Politics and Economics (IP & E) program should see the relevant portion of the catalog.

AP Credit Policy: Students who score a 5 on the Advanced Placement exam in Economics, Micro or Macro, automatically receive credit for Introductory Economics, Micro (EC 155), or Introductory Economics, Macro (EC 150). Students who score a 4 on the Advanced Placement exam in Economics, Micro or Macro, must receive a B- or better grade in the corresponding intermediate-level course EC 255 or EC 250 to receive College credit for the introductory-level course.

International Baccalaureate/A-Levels: Students who have completed an International Baccalaureate or the equivalent of introductory sequence abroad before coming to Middlebury and have earned the requisite points (please check with the Study Abroad Office) can apply for transfer of credit for one of the introductory courses, preferably "Introductory Economics-Micro" (EC 155). This implies that a student would have to complete only 9 courses for the major.

Transfer of Credit: Students can take economics courses in approved programs (abroad and domestic) and have those courses count towards the major and/or the general graduation requirement. Students planning to take courses off-campus should discuss the proposed courses with their advisor and get pre-approval from the Chair of the Economics Department. Upon completion of the courses, students should submit their course material and a copy of their transcript along with the appropriate Application for Transfer Credit form to the Chair for departmental approval. After which, students must submit their forms to the Director of Off-Campus Study for final approval. Courses having a BU (Business) or MGMT (Management) prefix will **not** normally be considered the equivalent of an economics course.

II. POSTGRADUATE PREPARATION

Students considering graduate programs in economics should discuss their plans with their advisor and other faculty members. They are also urged to complete EC 411 and either MA 315 or MA 318. Majors considering graduate programs in economics are strongly advised to do at least a minor in mathematics.

Because of the widespread use of computers in both M.B.A. and Ph.D. programs, majors should become familiar with computer programming by completing CX 103 or CX 121 and are strongly advised to take EC 411 and/or EC 412.

III. MINOR IN ECONOMICS

The economics minor consists of five courses: EC 150, EC 155, EC 250 or EC 255 (MA 111 or MA 112 is a prerequisite for EC 255), and two electives, one of which must be at the 400 level. EC 140 does **not** count toward the minor. Economics electives taken during the Winter Term do **not** count towards the minor.

IV. COURSE OFFERINGS

[EC 140 Introduction to the World Economy]

EC 150 Introductory Economics (Macro) (CW 15) (Fall, Spring)

An introduction to macroeconomics: a consideration of macroeconomic problems such as unemployment and inflation. Theories and policy proposals of Keynesian and classical economists are contrasted. Topics considered include banking, financial institutions, monetary policy, taxation, government spending, fiscal policy, tradeoffs between inflation and unemployment in both the short run and the long run, and wage-price spirals. (One section offered in the fall satisfies the College writing requirement.) **SOC** (staff)

EC 155 Introductory Economics (Micro) (Fall, Spring)

An introduction to the analysis of such microeconomic problems as price formation (the forces behind demand and supply), market structures from competitive to oligopolistic, distribution of income, and public policy options bearing on these problems. (One section offered in the fall satisfies the College writing requirement.) **SOC** (staff)

EC 205 Economics of Investing (Spring)

This course explores introductory issues in the pricing of financial instruments and the organization of financial markets. This includes developing methods to price stocks and bonds, evaluate portfolios and understand financial derivatives, and applying these methods to actual financial data in an accessible and non-technical manner. This course does **not** count as an elective toward the economics major, but will count towards the economics minor. Credit is not given for EC 210 if the student has taken MA 106 or PY 201 previously or concurrently. (EC 150 or EC 155) (Mr. Pardee)

EC 210 Economic Statistics (Fall)

Basic methods and concepts of statistical inference with an emphasis on economic applications. Topics include probability distributions, random variables, simple linear regression, estimation, hypothesis testing, and contingency table analysis. A weekly one-hour lab is part of this course in addition to three hours of class meetings per week. (EC 150 or EC 155) **DED** (Mr. Sommers)

EC 211 Introduction to Regression Analysis (Spring)

In this course regression analysis is introduced. The major focus is on quantifying relationships between economic variables. Multiple regression identifies the effect of several exogenous variables on an endogenous variable. After exploring the classical regression model, fundamental assumptions underlying this model will be relaxed and further new techniques will be introduced. Methods for testing hypotheses about the regression coefficients are developed throughout the course. Both theoretical principles and practical applications will be emphasized. The course goal is for each student to employ competently regression analysis as a research tool and to justify and defend the techniques used. (MA 111 or MA 112, EC 150 and EC 155 and EC 210 or by waiver) **DED** (Mr. Wunnava)

EC 225 Theories of Economic Development in Latin America (Fall)

This course is designed to provide a survey of the most important issues facing Latin American policy makers today. The course will place contemporary problems in their historical perspective and will use applied economic analysis to examine the opportunities and constraints facing the economies of Latin America. (EC 150) **SOC OTH** (Mr. Kelly)

[EC/WG 226 Gender in Economic Studies: Liberating Economics from "Homo Economicus"]

SOC

EC 230 Comparative Transitions (Fall)

This course examines the economic transition occurring in Russia and other former Soviet republics in a broader geographic and interdisciplinary context. Emphasis is placed upon the nature and legacies of the Soviet-type economic system, the political economy of the ensuing post-communist transition, and the ways in which this transition is playing itself out in different countries. Economic developments in Russia, Ukraine, Kazakhstan, and the Baltic states are afforded particular attention. The lessons offered by the experiences of other countries and regions in transition, especially Eastern Europe, China, and Latin America, are also considered. (EC 150 or EC 155 or waiver) **SOC** (Mr. Pyle)

[EC 240 An Introduction to International Economics]

EC 250 Macroeconomic Theory (Fall, Spring)

Macroeconomic theory analyzes whether the market effectively coordinates individuals' decisions so that they lead to acceptable results. It considers the effectiveness of monetary, fiscal, and other policies in achieving desirable levels of unemployment, inflation, and growth. The theories held by various schools of economic thought such as Keynesians, monetarists, and new classicals are considered along with their proposed policies. (EC 150 and EC 155) (fall: Mr. Matthews, spring: Mr. Colander)

EC 255 Microeconomic Theory (Fall, Spring)

Microeconomic theory concentrates on the study of the determination of relative prices and their importance in shaping the allocation of resources and the distribution of income in an economy. We will study the optimizing behavior of households in a variety of settings buying goods and services, saving and labor supply decisions; we will also examine the behavior of firms in different market structures. Together, the theories of household and firm behavior help illumine contemporary economic issues (discrimination in labor markets, mergers in the corporate world, positive and negative externalities, for example). (MQA 111 or MA 112, EC 150 and EC 155) (fall: Mr. Carpenter, spring: Mr. Sommers)

EC 265 Environmental Economics (Spring)
This survey course uses economic analysis to examine the underlying causes of environmental and natural resource problems, as well as alternative policy responses. The choice of environmental protection goals and the means of achieving them are analyzed and applied to the cases of air pollution (local and global), water pollution, and toxic pollution. The environmental policies of various countries are compared and studied from an economic perspective. In addition, the management of renewable and nonrenewable resources, including forests, fisheries, energy, and water resources, will be evaluated. Other topics to be covered include environmental justice and sustainable development. (EC 155) (Mr. Isham)

[EC 300 Current Problems in Economic Policy]

EC 316 Corporate Finance and Investments (Fall)
This course applies economic theory to issues confronted by firms in evaluating and financing alternative investment opportunities. This includes developing methods to analyze financial performance, price financial assets and investments, estimate the cost of financial capital, and evaluate financing through issuing debt and equity. Advanced topics include mergers and acquisitions and the hedging of financial risk using derivatives. This course is intended for economics majors and minors or other students with a quantitative background. (EC 150, EC 155, and EC 210) (Mr. Pardee)

[EC 325 Economic Development: Theory and Practice]

[EC 330 Comparative Economic Systems]

[EC 335 Economic Integration: Issues and Controversies]

EC 340 International Economics: A Policy Approach (Spring)
This course looks at international trade and finance, comparative advantage and the gains from trade, and the effects of trade on income shares. It explores commercial policies; the arguments for and against tariffs; nontariff barriers; dumping, subsidies, and countervailing duties. In addition, it examines the World Trade Organization, pros and cons of regional free-trade associations such as that resulting from the North American Free Trade Agreement, foreign exchange rates, and relationships among international trade and finance and domestic macroeconomic policies. (EC 150 and EC 155) (Ms.Freeman)

[EC 370 Public Economics]

EC 375 Money, Banking, and Monetary Policy (Spring)
An introduction to financial institutions, financial markets, and monetary policy. Students will focus on the determination of interest rates, portfolio theory, the demand for money, and the money supply process. Emphasis will be on the difficulties faced by the Federal Reserve in pursuing policies aimed at a steady, moderate growth of aggregate demand. (EC 150 and EC 155) (Mr. Prasch)

EC 380 Game Theory (Spring)
Game theory has a very general scope, encompassing questions that are basic to all of the social and behavioral sciences. It can offer insights into any economic, political, or social situation that involves agents who have different goals or preferences. In this course students will learn the basic concepts of game theory by learning to model social situations and solve problems. Once the basics have been covered we will try to reconcile game theory and the actual behavior of people. The class concludes by discussing how theory might be improved to better predict individual behavior. (MA 111 or MA 112 and EC 155) (Mr. Carpenter)

[EC 395 Introduction to Mathematical Economics]

EC 411 Applied Econometrics (Fall)
This course is designed to further students' understanding of parameter estimation, inference, and hypothesis testing for single and multiple equation systems. Emphasis will be placed on specification, estimation, and testing of micro/macro econometric models and using such models for policy analysis and forecasting. Large cross-sectional as well as panel data sets will be used for estimation purposes. (EC 211, EC 250 or EC 255; or admission by waiver) (Mr. Wunnava)

[EC 412 Empirical Finance and Macroeconomics Seminar]

[EC 425 Seminar on Economic Development]

[EC 426 Asia's Emerging Markets]

EC 428 Population Growth and the Global Future (Fall)
This course will show how economic analysis can be used to assess the impact of rapid population growth on economic development, the environment, and economic inequality. It will analyze the rapid "greying" of the industrialized countries and their struggle to cope with international migration. It will assess the causes of urban decay in the North and the explosive growth of cities in the South. The course will consider household-level decision-making processes; the effects of changing family structures; and the need to improve the status of women. (EC 250 or EC 255 or permission) (Mr. Horlacher)

EC 429 Environment, Trade, and Foreign Aid in Latin America (Spring)

This course is designed to provide an in-depth examination of a number of critical issues that currently confront policy makers in Latin America. The topics of environment and development, regionalization and free trade, and the efficacy of foreign aid will be analyzed in the context of Latin American economic development. (EC 250) **OTH** (Mr. Kelly)

EC 430 The Post-Communist Economic Transition (Spring)

This course examines the economic transformation from Soviet-type socialism to capitalism based upon private ownership and markets. Topics examined include the nature and legacies of the traditional system, problems of macroeconomic stabilization, privatization, reform of financial and legal systems, and external transformation. Countries examined include Russia, Ukraine, the Central European Economies, and China. (EC 250 or EC 255 or permission) (Mr. Pyle)

EC 431 Economics of the European Union (Spring)

This course will introduce students to the major economies of Western Europe, and also the economic functions and structure of the institutions of the European Union. The course aims to familiarize students with the theoretical economic and policy issues which are currently of concern in the European Union, and aims to analyze economic problems which are of particular relevance to the member states of the European Union issues such as the coordination of policies within an intergovernmental supranational framework and how to sustain the integration dynamic. (EC 250) (staff)

EC 444 International Trade (Fall)

We will study a variety of theories relating to trade between nations in both goods and assets. Effects and desirability of commercial policy, tariffs, and other controls on free trade will be examined. Recent theories on strategic trade will be evaluated. Issues of export promotion, import substitution, foreign direct investment, and economic integration will be analyzed in the context of industrialized, developing, and transitioning economies. We will also explore the relationship between increased capital flows, financial crises, and trade flows in the world economy. (EC 255 or admission by waiver) (Ms. Freeman)

EC 445 International Finance (Spring)

An analysis of the worlds financial system and the consequences for open economies of macroeconomic interdependence. Particular topics include exchange rate determination, balance of payments adjustments, and monetary and fiscal policies in open economies. Special attention is paid to the issues and problems of the European Economic Community and European integration and debt in developing countries. (EC 250) (Mr. Matthews)

EC 450 History of Economic Thought (Spring)

This course offers a historical and analytical perspective on the development of economic ideas. It asks the question: why is economics what it is today? A number of international issues will be considered such as the differential development of economic ideas in different countries, comparative advantage and its relation to trade, and the development and spread of socialist ideas. This is a course in which students will actually read Adam Smith, Karl Marx, and Frederich Hayek. (EC 250 or EC 255 or by waiver) (Mr. Colander)

[EC 451 Development and Democracy]

EC 455 Competitive Strategy (Fall)

Theoretical and applied analysis of profitability and market success; of how competitive forces within and among industries shape and are influenced by competitive strategy; and of the dynamics of competitive strategy formulation and implementation by individual companies in diverse competitive environments. (EC 210 and EC 255) (Mr. Claudon, Mr. Sax)

[EC 460 Industrial Organization: A Policy Approach]

[EC 461 Antitrust, Regulation, and High Technology]

EC 462 Bargaining Theory and Behavior (Fall)

This seminar focuses on one topic: Bargaining. The implications of bargaining theory and behavior are of widespread importance. For example, bargaining models provide the foundation for theories of labor-management interactions, foreign policy negotiations, and the division of resources within a family. We will examine the history of bargaining theory, and will also ask a question not often considered in economics: How do people *actually* behave vis-à-vis the predictions of the models? To answer such a question, students will not only read scientific studies of bargaining theory and practice but will also take part in laboratory experiments designed to test various theories. (EC 255) (Mr. Carpenter)

EC 465 Special Topics in Environmental Economics (Fall)

This seminar explores in detail selected topics that involve critical environmental and economic decision-making. Methods of environmental economics and environmental valuation are examined in order to facilitate this in-depth study. The current course looks at three topics that lie at the center of current environmental policy debates, including global warming, trade and the environment, and sustainable development. Each topic is considered from a theoretical and policy perspective and from the standpoint of both developing and developed countries. Within each topic area, the role that economics can play in informing and designing environmental policy is investigated. (EC 255) (Mr. Isham)

[EC 470 Public Finance]

EC 475 Monetary Theory and Financial Institutions (Fall)
This seminar provides the student with the basic knowledge and analytical tools to operate in today's money and financial markets. We start with the markets themselves, how they are structured and how prices are determined, such as interest rates and foreign exchange rates. We then study private sector institutions, including banks, securities houses, insurance companies, and fund management companies, and the challenges they face in the Age of the Internet. And we close with a study of how the Federal Reserve and other central banks determine monetary policy. (EC250) (Mr. Pardee)

[EC 480 Labor Economics]

EC 490 Topics in Advanced Economic Theory (Spring)
This course will introduce students to a small, but thematic, sample of developments in modern economic theory. Its content will typically vary over time and by instructor. For 00-01, the theme will be "organization and management." The list of possible topics includes, but is not limited to theories of incentives and information, the principles of contract and organizational design, property rights, the internal structure of the firm and strategic behavior in financial markets. (EC 255) (Mr. Matthews)

EC 500 Individual Special Project (Fall, Spring)
(Approval required; see "500 Courses" in *Middlebury College Handbook;* or contact the department chair) (staff)

EC 800 Senior Research for Honors (Fall, Winter)
(Approval required) (Mr. Matthews)

GEOGRAPHY

Professors: Tamar Mayer (chair); Robert Churchill (on leave academic year), Ronald Liebowitz; *Associate Professor:* Guntram Herb; *Assistant Professors:* Daniel Bedford (on leave academic year), Malcolm Cutchin; *Visiting Assistant Professor:* Peter Nelson, Peter Dana

Geography is concerned with describing and explaining spatial patterns and with understanding the processes by which spatial forms change through time. In pursuing these concerns geographers carry out their studies in many different cultures and environments. Consequently, there is a strong emphasis upon international as well as regional and local studies. The diversity of economic, social, political, and physical variables involved in spatial studies also creates many interdisciplinary links. Because geography has a tradition of service to society, geographers serve as policy makers in business and in local, state, and national governments, addressing issues in resource use, planning, transportation, and a variety of problems related to the spatial organization of society.

In cooperation with the Center for Northern Studies, the department also offers a course of study that focuses on physical environments of the Arctic and Subarctic and on resource use, community development, and related problems in the Circumpolar North. The center offers field-oriented study for students in residence at its facilities in Wolcott, Vermont. Work at the center is complemented by courses offered by the geography faculty at Middlebury.

Required for the Major: All students who elect to major in geography must complete GG 100, GG 150, MA 106, GG 310, GG 320, GG 340, four other 100-level or 200-level elective courses, including at least one elective in human geography (numbered below 250) and one in physical geography (numbered above 250) and one 400-level seminar. The 200-level electives and the 400-level seminar must be selected in consultation with and approved by the major adviser. Also in consultation with the adviser, students must include at least one additional cognate from the following: BI 190, CH 103 and CH 104 (both as one cognate), CH 107, CH/GL 283, CX 121, CX/MA 205, GL 211, MA 112, PA 180, PH 109, PH 111, or SA 301 to be fulfilled no later than the sophomore year. For students interested in circumpolar studies, the four-course electives requirement may be satisfied by a semester-in-residence at the Center for Northern Studies.

Required for a Joint Major: GG 100, GG 150, two electives at the 200 level, GG 310 or GG 320, GG 340, one seminar at the 400 level.

Required for a Minor: GG 100, GG 150, two electives at the 200 or 300 level, one seminar at the 400 level.

Geography Specialization in International Studies: GG 100 or GG 110, GG 206 or GG 210, GG 214 or GG 215, GG 220 or GG 222 or GG 223, GG 310 or GG 320, one seminar at the 400 level.

Comprehensive Examination: All students who graduate with a major in geography must pass an oral comprehensive examination administered by the department faculty. The exam must be scheduled by the student no later than exam week of fall term and must be taken by spring break. For February graduates, the exam must be scheduled no later than the second week of the fall term preceding graduation. A student who fails can schedule a reexamination at a later date. There is no limit to the number of times reexamination can be scheduled, but in no case will the major be conferred without successful completion of the examination.

Departmental Honors: Students who seek to earn honors are required to maintain a B+ average in the major and either: (a) earn honors on the comprehensive exam, or (b) write a thesis. For students electing to write a thesis, a proposal must be submitted to the department for approval prior to the term in which the thesis is to be written. If the proposal is approved, the student may register for GG 700. After an evaluation of the thesis, honors are conferred or denied on the basis of the grade assigned to the thesis.

GEOGRAPHY

GG 100 Introduction to Geography (CW 15) (Fall, Spring)

This course is an introduction to how geographers view the world and contribute to our understanding of it. Where do the phenomena of human experience occur? Why are they there? What is the significance? These questions are fundamental for explaining the world at different scales from the global to the local. Throughout, we will focus on the spatial basis of society, its continual reorganization through time, and how various human and environmental problems can be usefully analyzed from a geographic perspective. 3 hrs. lect., 3 hrs. lab; open only to first-year students and sophomores. Limited spaces available to fulfill College writing requirement. **SOC DED** (Mr. Herb, Mr. Cutchin)

[GG 110 Geography of Global Issues]

[GG 120 The Power of Maps]

[GG 150 Physical Earth Processes]

SCI DED

GG 206 Human Impact on the Global Environment (Fall)

This course examines the relationships between humans and their environment(s) around the globe. It examines how social, economic, and political factors operating through human organizations of production, consumption, and social reproduction have disturbed physical processes. The world order, the product of power relationships between states and economic interests, mainly dictates how these factors operate. Because political preeminence will continue to play a role in environmental issues, this course will pay special attention to the social, political, and economic polarization between the developing and the developed worlds and will examine its impacts on the global environment. 3 hrs. lect., 1 hr disc. **SOC OTH** (Ms. Mayer)

GG 210 Geographic Perspectives on International Development (Spring)

The focus of this course is the development process in the non-Western World. We will examine why there has been a need for "development;" what is the relationship of "development" to "underdevelopment;" and whether this relationship has resulted in dependence, independence, or interdependence. We will focus on the contribution of *development* to progress of the non-Western World, on the one hand, and to its stagnation, on the other. We will examine specific issues like food, population, the environment, the rural scene, the urban scene, and the general political and economic scenes. We will question the underlying assumptions of *development*, examine the role and the possibilities of development from within, and maintain a critical view of Western development. 3 hrs. lect. **SOC OTH** (Ms. Mayer)

GG 211 Economic Geography (Spring)

The 'global economy' is now part of our everyday language, but its common usage rarely addresses where this entity came from, what drives it, what its consequences are, or where it is going. Geography can add much to our understanding of the global economy, indeed geography shapes the economy and is in turn shaped by economic processes. To elicit a better understanding of this interaction and what the global economy is about, the course readings and exercises will focus on the following themes: the historical development of the global economy with a focus on technological innovation and geographical change; the character, reach, and role of trans-national corporations; the situation of particular regions and cities in global economic structures and processes; the question of social and environmental sustainability; and the emerging digital technologies such as the internet and what they pose for the future of global capitalism, society, and geography. 3 hrs. lect. **SOC OTH** (Mr. Cutchin)

GG 212 Urban Geography (Fall)

Urban landscapes are the expression of economic, political, and socio-cultural processes layered on top of each other in particular time-space contexts. In this course, students will theoretically and empirically examine the complex and dynamic urban landscape. Students will gain a theoretical understanding of the location of cities within a larger global economic system of cities, along with the internal organization of economic, cultural, and social functions within cities. We will also examine the processes behind contemporary urban issues such as homelessness, boosterism, urban renewal, gentrification, poverty, and crime. 3 hrs. lect. **SOC USA** (Mr. Nelson)

GG 213 Population Geography (Spring)

Through a combination of lectures, readings, and exercises, this course provides background and analytical experience in the spatial dimensions of population dynamics. Students will theoretically and empirically examine geographic variations in natural increase, domestic and international migration, infant mortality, disease, and hunger. Topics will include the intersection between settlement-environment-disease, circular migration systems, cultural influences on demographic processes, and linkages between international and domestic migration flows. We will also assess various policy options and their effectiveness in addressing important demographic issues. The exercises will expose students to the vast amount of population data publicly available and introduce them to techniques used to examine and assess population related issues. 3 hrs. lect., 1 hr. disc. **SOC DED** (Mr. Nelson)

[GG 214 Geography of War]

SOC HIS OTH

GG 215 Political Geography (Spring)

Political relations within and between states do not occur in a vacuum. Rather, they are rooted in a specific and tangible geographic context. Political Geography examines the interactions between this context and political processes at various geographic scales, ranging from the local to the global level. This course will focus primarily on the state and international level and will address issues such as the territorial exercise of power, state formation, nationalism, geopolitics, and international conflicts and cooperation. 3 hrs. lect., 1 hr. disc. **SOC** (Mr. Herb)

GG 216 Geography of Health and Medicine (Fall)

Diseases and the human responses to them—public health measures and medicine—create challenges to, and are important features of, any society. This course introduces major disease and medical care principles and issues, and the pertinence of geography to understanding related problems. The course is organized into three sections: The first includes an examination of the patterns, causes, ecology, and diffusion of disease; the second focuses on the relationship between development, environmental change, and health; and the third deals with medical care and associated geographic issues. 3 hrs. lect. **SOC DED** (Mr. Cutchin)

GG 220 Geopolitics of the Middle East (Spring)

This course examines the Middle East from a geographical perspective with emphasis on the historical and political underpinnings of the region. The Middle East, the cradle of civilization, has been, due to its geography, one of the major arenas for political and ideological conflicts. It has been subject to an unequal power relationship with the West, which, together with Islam, has affected the level of its political, social, and economic development. This course will provide an analytical introduction to the historical, political, social, and economic geography of the region and will analyze the major transitions this region has undergone. 3 hrs. lect. **SOC OTH** (Ms. Mayer)

GG 221 Rural Geography (Spring)

This course explores the intersection between demographic, economic, cultural, and environmental forces on the rural landscape in both advanced economies and LDCs. Students will be exposed to theoretical and empirical approaches to rural development in different international and regional contexts, as well as problems associated with these development paradigms. Particular attention will be paid to neoliberal economic policies and their impacts on rural areas, and the course will frequently draw on examples from New England and North America. Additionally, the world is becoming increasingly urbanized, so we will examine the ways people come to know rural areas through the media, literature, and travel. This course will include a service learning component. 3 hrs. lect. **SOC OTH** (Mr. Nelson)

[GG 222 Political Geography of Russia]

GG 223 The Geopolitics of European Integration (Spring)

The course focuses on the geographic context of attempts to create a United Europe. After addressing the physical and human characteristics that define Europe, we will look at the European Union's integration process and the fragmentary tendencies it must overcome. We then will extend our inquiry to other geographic scales, investigating the regional units within Europe and examining the argument that geographic regions are the real driving force behind the development of continental-sized entities such as NAFTA and the EU. Finally, at the international level, we will investigate the role of Europe in the current global geo-political and geo-economic situation. 3 hrs. lect. **SOC EUR** (Mr. Herb)

[GG 225 The Geopolitics of Southeast Asia]

SOC OTH

[GG 250 Arctic and Alpine Environments]

SCI DED

[GG/GL 251 Geomorphic Processes]

SCI DED

[GG 254 Weather and Climate]

SCI DED

GG/GL 255 Surface and Ground Water (Fall)

(See Department of Geology listings for description.) **SCI DED** (Mr. Ryan)

[GG 256 Water Resources Geography]

SCI DED

GG/GL 257 Soils, Geology, and the Environment (Spring)

(See Department of Geology listings for description.) **SCI** (Mr. Ryan)

GG 310 Fundamentals of Cartography (Fall)

An introduction to the compilation, design, production, and use of maps with emphasis on both the practical and theoretical aspects of cartographic representation. Various data sources, including enumerative statistics, remote imagery, and maps are used as bases for compilation of a variety of general and thematic maps (e.g., outline maps, hazard risk maps, land-use maps, and statistical surfaces). 3 hrs. lect., 3 hrs. lab. (Mr. Dana)

GG 320 Geographic Information Systems (Fall, Spring)

This course introduces the structure, concepts, and application of geographic information systems (GIS): computer-based systems designed to process large spatial databases. The productive use of GIS technology in the physical and social sciences, environmental management, and regional planning is investigated through a variety of applied exercises and problems. 3 hrs. lect., 3 hrs. lab. **DED SOC** (Mr. Dana)

GG 340 Explanation in Geography (Fall)

This seminar begins with an exploration of the philosophical underpinnings of contemporary geography. Investigation of the relations among paradigms, objectives, and methods provides a transition to more explicit consideration of research methodologies, which includes problem definition, research design, analytical models, and data collection. (Mr. Cutchin, Mr. Herb)

[GG 341 Research in Geography]

[GG/GL 352 Quaternary Geology]

400-Level Seminars

Seminars provide the advanced student with an opportunity to pursue particular research areas in depth. They require intensive writing and reading of the relevant literature and they reflect the specialization areas of the department faculty. More specific seminar descriptions will be provided prior to each registration period, depending upon which seminars are being offered that year. (staff)

[GG 410 Seminar in Geography of Development: Women in Development]

GG 415 Seminar in Political Geography: Landscape and Memory: Geographies of National Identity (Fall)

This course focuses on the intimate relationship between human-made landscapes and nationalism. It examines both the built landscape and nationalism as twin narratives. Landscapes tell the story of the nation: they reflect what the nation has chosen to remember of its unique past and they also affect the nationalism that develops in a specific territory. With examples from the US, Poland, Germany, and Israel we will illustrate how the human-made landscape serves as important physical and cultural crucible in which people construct ideas, memories, and icons that become an important part of a nation's memory and sense of identity. (Ms. Mayer)

[GG 416 Seminar in Medical Geography: Medicine in Space and Place]

GG 420 Seminar in Geographic Information Systems and Cartography (Spring)

This seminar explores the dimensions of geographic information systems (GIS) as a structured set of tools for analysis and research and in broader context, as a potential force in science and society. Specific issues include the value and validity of GIS, the educational impact of visualization and related technologies, and new spatial contexts emerging from developments in GIS. In addition to critical reading and discussion, participants will complete applied problems designed to engage these issues. (GG 320 recommended) (Mr. Dana)

[GG 422 Seminar in Russian Geography: Russian Nationalism and the Future of the Russian State]

GG/PS 444 Problems of Nationalism (Fall)

See Department of Political Science listings for description. (Mr. Connor)

[GG 450 Seminar in Physical Geography]

[GG/IS 445 Ethnicity, Nationalism, and the State: Voices and Responses]

GG 500 Research in Geography (Fall, Spring)

(Approval required) (staff)

GG 700 Senior Research (Fall, Spring)

(Approval required) (staff)

Programs at the Center for Northern Studies

The Center for Northern Studies is located in Wolcott, Vermont, about 75 miles northeast of the College, in a substantially snowier and more rigorous climatic zone. While at the center, students reside together in nearby country homes. All students who wish to attend a semester-in-residence program must apply to the Center for Northern Studies well in advance of the semester. Winter term-in-residence at the center is available to all students who attend the fall term preceding or the spring term following or by departmental permission. Applications may be obtained from the geography department. There is no additional cost to Middlebury students who enroll in a full semester-in-residence program or the winter term-in-residence at the center.

Fall Semester-in-Residence

The fall term at the center introduces students firsthand to Arctic and Alpine environments, cold ocean coasts of the Northeast, and environmental analysis techniques. The semester begins with an extended field trip to Newfoundland and Labrador with the center faculty. Students in residence complete the following courses.

NE 310 Quaternary Studies: Paleoenvironment and Prehistory of the Circumpolar North (Fall)

This course explores the geomorphic, climatic, and biological phenomena of the Quaternary Period. In addition, methods for dating the past and reconstructing past environments, animal migrations and extinctions, and implications for the culture and spread of early human populations will be examined. **SCI** (Mr. Young)

NE 330 Indigenous Cultures of the Circumpolar North (Fall)

This course offers an ethnographic introduction to traditional circumpolar cultures. In general, the focus of the course will be on the interrelationship of culture and the northern environment. Students begin with a general survey of Arctic and Subarctic cultures of Old and New worlds, followed by an examination of selected topics, including subsistence settlement systems, trade, social structure, and conflict resolution. The course ends with an examination of processes and problems of European contact and acculturation. **SOC OTH** (Mr. Cox)

NE 340 Polar Biota I: Flora (Fall)

This course begins with field identification of northern flora during a three-week field trip to Newfoundland and Labrador. In the classroom and local environment ofVermont, the classification, evolution, distribution, and community ecology of northern vegetation will be studied, with emphasis on vascular plants. **SCI** (Mr.Young)

NE 360 The Political Economy of Resource Management (Fall)

The management of natural resources in the Arctic and Subarctic presents a unique set of problems. In addition to the characteristics of the environment, social, cultural, political, and legal factors impose their own requirements. This course is an intensive look at problems in the management of significant natural resources in Canada and Alaska. **SOC OTH** (Mr. Flanders)

WINTER TERM-IN-RESIDENCE

All students who have been in residence at the center the previous fall term, or who spend the subsequent spring term in residence, may enroll in winter term at Wolcott. In addition, up to five students not otherwise enrolled at the center may attend winter term-in-residence there; registration is handled through the geography department. Limited spaces are available.

NE 350 Winter Ecology (Winter)

Among the most important challenges to polar organisms are intense seasonal change of conditions, intense cold, limited energy resources in the environment, and the establishment of long-term snow and ice cover. These factors have provided selection pressure for a remarkable series of adaptations by polar organisms. This course examines the physiological, anatomical, and behavioral adaptations of polar plants and animals to winter and seasonal conditions in both terrestrial and aquatic ecosystems. Lab: The course is taught largely in an intensive lab and field work format. Topics include the observation of animal behavior, including radio tracking, the nature of cell adaptation in plants (and some animals) to below freezing temperatures, the behavior of aquatic ecosystems under thick ice cover and low light penetration, and the means by which organisms have adapted to the presence of a deep snow cover. **SCI** (staff)

SPRING SEMESTER-IN-RESIDENCE

The spring term at the center emphasizes social sciences, northern policy studies, community development in the North, and related contemporary problems. This term also includes several field excursions, normally in the second half of the semester. Courses that students complete during the spring semester-in-residence are described below.

NE 315 Northern Archaeology (Spring)

This course combines an introduction to the discipline of archaeology with an examination of northern prehistory. Using case studies from northern archaeology, the goals, techniques, and theory of archaeological research will be discussed. Students will learn techniques for reconstructing northern prehistoric cultural systems using archaeological remains. The course will emphasize hands-on study of archaeological materials in the laboratory, and it will conclude with a week of field work on the coast of Maine. **HIS SOC OTH** (Mr. Cox)

NE 325 Polar Biota II: Vertebrate Fauna (Spring)

This course consists of a survey of the fishes, birds, and mammals of the boreal forest, tundra, and northern seas. It will include a consideration of evolutionary relationships, physiological and community ecology, and management concerns. **SCI** (Mr.Young)

NE 370 Arctic Policy Studies (Spring)

The pervasive presence of governments throughout the Circumpolar North makes this region an ideal laboratory for the study of public policy. Focusing on contemporary northern issues, this course applies existing knowledge and seeks new insights concerning the nature of public policy. To provide students with an in-depth understanding of the role of policy in the North, the course focuses on a limited number of topics that vary from year to year. Topics may include: Arctic pollution, international conflict and cooperation, local government, national research priorities, and energy policy. **SOC OTH** (Mr.Young)

NE 380 Community Development in the Circumpolar North (Spring)

The rural communities and villages of the Circumpolar North suffer from a variety of social problems (e.g., large-scale emigration, extensive unemployment, financial insolvency, and high rates of alcoholism). While these problems are especially severe in predominantly native communities, they are pervasive throughout the Circumpolar North. How did these conditions arise, and what can be done to alleviate them? **SOC OTH** (Mr. Flanders)

NE 390 Northern Seminar (Spring)

The purpose of this seminar is to prepare students for the field trip in May. Students work on independent projects reflective of their interests in the ecology, culture, or histo≠ry of the North Atlantic. Visiting guest lecturers and field trips to academic research and political centers in New England and Canada complement the class work and research in Wolcott. (Dr.Young)

POLITICAL SCIENCE

Professors: Eric Davis (Secretary of the College), *Charles A. Dana Professor:* Murray Dry; Christopher McGrory Klyza; *Frederick C. Dirks Professor of Political Science:* Michael Kraus (chair), *James Jermain Professor of Political Economy and International Law:* Russell Leng; *George Nye and Anne Walker Boardman Professor of Mental and Moral Science:* Paul Nelson; David Rosenberg; *Distinguished Visiting Professor:* Walker Connor; *Associate Professors:* Allison Stanger; *Assistant Professors:* Erik Bleich, Jeffrey Cason, Matthew Dickinson, Judith Layzer, Saadia Pekkanen, Mark Williams

POLITICAL SCIENCE

Political science defines, describes, explains, and evaluates political phenomena, such as war and peace, voting and office holding, and crime and punishment. Consequently, our course requirements include one that concentrates on classic texts in political philosophy, one that involves a study of different kinds of governments in the world today, one that concentrates on politics among nations, and one that studies American government. The curriculum is designed to depict in use a number of the elements of the liberal arts and sciences, to meet the demands of thoughtful citizenship, and to prepare those students who intend to pursue further work in either graduate or professional school.

Course offerings are divided into four fields: political theory, American politics, comparative politics, and international relations and foreign policy. We normally offer students a choice of four different introductory courses (all 100-level courses and PS 201). We also offer an introductory course in Environmental Policy (PS 211), which is a required course in the environmental studies program. In addition, most 200-level courses have no prerequisites and are open to students of all classes.

Given the range of the subject matter and the variety of approaches to the study of politics represented in this department, it is not surprising that faculty are involved, formally and informally, in related majors and programs: international studies, environmental studies, international politics, and economics, Latin American studies, European studies, East Asian studies, Russian and East European studies, and classical studies. We encourage our students to study abroad, especially in a foreign language. Students planning to spend all or part of the junior year abroad should consult with the department before the second semester of the sophomore year.

Our students also participate in American University's Washington Semester (see Professor Paul Nelson), in the activities of the Pre-Law Society (consult with Professor Murray Dry, pre-law adviser), and the Geonomics Center for International Studies (Professor Allison Stanger, director). (For a description of the activities sponsored by the Geonomics Center, see p. **X**). Political Science majors who are interested in obtaining teaching licensure must notify the teacher education program by the middle of their sophomore year. They should also contact Professor Murray Dry, the political science department's teacher education affiliate.

Required for the Major in Political Science: Beginning with the class of 2003, a major must take ten regular fall or spring term political science courses, including (1) PS 101 or PS 107; (2) PS 104 or PS 102; (3) PS 103; and (4) PS 201. These requirements should normally be completed before the end of the sophomore year. In addition, he or she must (5) fulfill the field distribution requirement, and (6) complete the 400-level seminar.

For the class of 2001 and 2002, a major must take ten regular fall or spring term political science courses, including (1) PS 101 or PS 107, and (2) PS 103. In addition, he or she must (3) fulfill the field distribution requirement, and (4) complete the 400-level seminar. The first two of these requirements should normally be completed before the end of the sophomore year. At least six courses, and the 400 level-seminar, must be taken at Middlebury College.

The Field Distribution Requirement: All regular fall and spring term political science courses are classified in one of the following four fields: Political Theory, American Politics, Comparative Politics, and International Relations and Foreign Policy. Students must take two courses in any three of these fields and one course in the fourth field.

PS 103 Bypass Option: Advanced students may take PS 230 or PS 324 to fulfill the PS 103 requirement, with permission of the instructor of the course the student will take in lieu of PS 103.

Senior Program: The senior program consists of a seminar of the major's choice. Each seminar includes advanced work appropriate to the field in which the seminar is offered. The seminars are the 400-level courses offered by the department. Seminars are open to juniors and seniors. Normally, the senior program requirement must be completed by taking a seminar offered by a member of the Middlebury faculty. Work done in programs abroad, at other North American colleges and universities, or in the Washington Semester program will not count as the equivalent of a Middlebury seminar.

Departmental Honors: Students who elect to seek departmental honors write a thesis in the senior year. All students planning on writing a thesis normally enroll in PS 501 (Senior Honors Seminar) in the fall. An honors thesis proposal must be submitted for approval to the department prior to the term(s) in which the thesis is to be written. If the proposal is approved, the student may register for PS 505 winter term thesis and PS 700 for the spring term. After an oral examination of the completed thesis, honors are conferred or denied on the basis of (1) the level of the grade achieved on the thesis, and (2) the level of the average grade received in other fall and spring courses in the department. Honors theses candidates will have a political science course average of at least 3.3 and a thesis grade of B+ or higher to attain honors; a political science course average of at least 3.5 and a thesis grade of A- or higher to attain high honors; and a political science course average of at least 3.7 and a thesis grade of A to attain highest honors. All courses (that the department recognizes as political science) taken at the Middlebury Schools Abroad will count toward political science course average. (For a full description of regulations, pick up a copy of Honors Theses Procedures and Regulations in Munroe 213.)

Independent Study: Students with demonstrated preparation and proficiency in the field may elect independent study projects (PS 500). These projects are prepared under the supervision of a member or members of the department. PS 500 projects may not be substituted for the seminar requirement. PS 500 projects are reading and research courses; the department will not award PS 500 credit for political experience such as congressional internships.

Joint Majors: Students wishing to do a joint major in political science and another department or program of studies must: (1) take eight regular fall or spring term political science courses, among them (a) either

PS 101 or PS 107 and (b) PS 103 and (c) either PS 104 or PS 102 and (d) PS 201; (2) take at least two courses in any two of the four fields of political science and one course in a third field; (3) complete the department's 400-level seminar; and (4) give evidence of having used the training in both major fields, usually in a seminar paper, but sometimes in an independent project or thesis. At least five courses including 400-level seminar must be taken at Middlebury College. Joint majors do not qualify for honors in political science. (Double majors are eligible.)

International Politics and Economics Major: The IP&E major allows students to combine the study of politics, economics and languages, linking these disciplines with an appropriate experience abroad. Students wishing to pursue this major should consult the catalog section on International Studies, listed under "Interdisciplinary Programs."

International Studies Major: To specialize in political science within the IS major, students must take: (1) PS 103 and PS 201; (2) PS 101 or PS 102 or PS 104 or PS 107; (3) two other courses at the 200 or 300 level from either Comparative Politics or International Relations and Foreign Policy field; (4) a 400-level seminar from either Comparative Politics or International Relations and Foreign Policy field, which must be taken at Middlebury in the junior or senior year.

Minors in Political Science: The minor in political science will consist of five regular fall or spring term courses, which must come from at least two of the four fields in the department. At least one of the courses must be at the 300 level or above.

Advanced Placement: A score of 4 or 5 on the College Board Advanced Placement Examination in American politics will entitle the student to exemption from PS 104; such a score may satisfy the requirement of one course in the American politics field. A score of 4 to 5 on the College Board Advanced Placement Examination in comparative politics will entitle the student to exemption from PS 103; such a score may satisfy the requirement of one course in the comparative politics field. Students exempted from PS 103 are strongly encouraged to take PS 230 or PS 324. While supplying two college credits, advanced placement in both American politics and comparative politics will substitute for only one course requirement for the political science major.

INTRODUCTORY COURSES

PS 101 Introduction to Political Philosophy (Fall)

Study of the classics of political philosophy, as well as the foundations of nonphilosophic political science. Central issues concern the best form of government, the best way of life, and, generally, what kind of knowledge about politics is possible. Specific works have included: Plato, *Republic*; Aristotle, *Politics*; Thucydides, *History*; Aquinas, *Summa Theologica*; Machiavelli, *The Prince*; Hobbes, *Leviathan*; Locke, *Second Treatise on Government*; Rousseau, *Second Discourse*; Marx, *Communist Manifesto*, *Capital*. **PHL SOC EUR** (Mr. Dry)

PS 102 The American Political Regime (Spring)

This is a course in American political and constitutional thought. The theme, taken from de Tocqueville's *Democracy in America*, is the problem of freedom. The first half covers the American founding up through the Civil War and the "refounding." This includes de Tocqueville, Madison's Notes on the Debates in the Federal Convention, the Federalist-Anti-Federalist ratification debate, Supreme Court decisions (Marbury, McCulloch), writings of Jefferson, Calhoun, and Lincoln. The second half considers basic problems in American politics, such as race, gender, foreign policy, and education. Readings include a novel, de Tocqueville, and Supreme Court decisions (Brown, Frontiero, Roe, Casey). **USA SOC** (Mr. Dry)

PS 103 Introduction to Comparative Politics (Fall, Spring)

An introduction to the comparative study of political systems and to the logic of comparative inquiry. How are different political systems created and organized? How do they change? Why are some democratic and others authoritarian? Why are some rich and others poor? Other topics covered in this course include nationalism and political ideologies, forms of representation, the relationship between state institutions and civil society, and development strategies. In this course students will also learn how to describe, classify, compare, and evaluate governments using modern library and computer-based research methods. **SOC** (Mr. Cason, Mr. Rosenberg, Mr. Bleich)

PS 104 Introduction to American Politics (Fall, Spring)

This course introduces the institutions and practices of American government and politics. The aim is to give students a firm understanding of the workings of and the balance of power among the American Congress, President, bureaucracy, and court system. We begin with the Constitution, which provides the set of founding principles upon which the American government is based. We then look at how American citizens make decisions about politics. Finally, we examine how political institutions—interest groups, parties, elections, and legislative bodies and rules—aggregate diverse, often conflicting preferences and how they resolve or exacerbate problems. **SOC USA** (Ms. Layzer, Mr. Dickinson)

PS 107 Politics and the Studies of Politics (Spring)

This course will consider classic texts of Western political thought. The aims of the course are to see what each of the texts says about politics, and to determine the modes of thought of the text. For example, we will pay close attention both to the substance of Aristotle's political science and to the manner in which he conducts his inquiry. Other works include Thomas Aquinas, *Summae*; William Shakespeare, *Julius Caesar*, Thomas Hobbes, *Leviathan*; Edmund Burke, *Reflections on the Revolution in France*; Alexis de Tocqueville, *Democracy in America*; speeches by Thomas Macaulay; and writings by Karl Marx and Friedrich Engels. **PHL SOC EUR** (Mr. Nelson)

POLITICAL SCIENCE

PS 201 International Politics (Fall, Spring)
What causes conflict or cooperation among states? What can states and other international entities do about global economic and environmental problems? These are among the issues addressed by the study of international politics. This course examines the forces that shape relations among states, and between states and international regimes. Key concepts include: the international system, power and the balance of power, international institutions, foreign policy, diplomacy, deterrence, war, and global economic and environmental issues. Both the fall and spring sections of this course emphasize rigorous analysis and set theoretical concepts against historical and contemporary case studies; there is greater emphasis on historical cases in the spring, however, and more emphasis on contemporary illustrations in the fall. **SOC** (Mr. Leng, Mr. Williams, Ms. Pekkanen)

Political Theory

PS 101 Introduction to Political Philosophy (Fall)
See description in "Introductory Courses" above. **PHL SOC EUR**

PS 107 Politics and the Studies of Politics (Spring)
See description in "Introductory Courses" above. **PHL SOC EUR**

[PS 317 Classical Political Philosophy]

PS 318 Modern Political Philosophy (Spring)
After starting with Plato, we will study some classic works in modern political philosophy, including Machiavelli, Hobbes, Spinoza, Rousseau, Kant, Hegel, Nietzsche, and Heidegger. We will explore the following themes: modernity's rejection of ancient thought, its later replacement of nature by history as the standard for right, and its subsequent rejection of any standard of right. We will also note how these writers introduce realism and idealism into the study of politics and the separation of powers and freedom of speech and religion into our understanding of constitutional government. We will conclude with a return to Plato. Seniors needing to fulfill a political science seminar requirement may arrange with the instructor to do so. (PS 101 or PS 107) (Mr. Dry)

PS 333 Politics, Philosophy, and Education (Fall)
We will explore the nature of these three activities and the relations among them. The course could be said to be an extended commentary on Socrates' claim that education is turning the soul toward being; Aristotle's distinction between theoretical and practical knowledge; and Marx's claim that philosophers have only interpreted the world, but the point is to change it. We will wonder what is liberal education and of what kind is its business with, or toward, political things? We will read Plato, Aristotle, Hobbes, Nietzsche, and some 20th-century writers, such as Michael Oakeshott, Allan Bloom, and Leo Strauss. Seniors needing to fulfill a political science seminar requirement may arrange with the instructor to do so. **PHL EUR** (Mr. Nelson)

[PS 401 Seminar on Political Philosophy]

[PS 402 Seminar on Political Philosophy and Constitutionalism]

[PS 409 Seminar on Political Philosophy: Aristotle's Political Science]

American Politics

PS 102 The American Political Regime (Spring)
See description in "Introductory Courses" above. **SOC USA**

PS 104 Introduction to American Politics (Fall, Spring)
See description in "Introductory Courses" above. **SOC USA**

PS 205 American Political Behavior (Spring)
In this course, we seek to understand the causes and consequences of political participation in America. The course revolves around two major questions: who votes, or participates in other ways, and who doesn't? And what impact does citizen participation, or lack thereof, have on American politics and public policy? Among our primary concerns is the relationship between capitalism and democracy. **SOC USA** (Ms. Layzer)

PS 206 The American Presidency (Fall)
This course examines the development and modern practice of presidential leadership. Focus is on presidential decision-making, as it is influenced by changes in the structure of the presidency as an institution, differences among individual presidents, and the interaction of the president with other major actors, including national governing institutions (executive branch, congress, courts), interest groups, media and the public. Includes an historical overview of the evolution of the presidency, and examination of changes in the electoral process. Selected case studies to sharpen analyses. **SOC USA** (Mr. Dickinson)

[PS 208 The Politics of the U.S. Congress]
SOC USA

PS/ES 211 Conservation and Environmental Policy (Fall)
An introduction to conservation and environmental policy in the United States. The course will be divided into four sections: (1) the history of conservation/environmental policy; (2) the foundations of the U.S. political and economic systems as they affect conservation/environmental policy (e.g., democracy, capitalism, property rights); (3) the institutions and actors involved in conservation/environmental policy (e.g., Congress, bureaucracy, interest groups); and (4) the policy-making process in the conservation/environmental policy area. **SOC USA** (Mr. Klyza)

[PS 212 American Political Parties]
HIS SOC USA

[PS 305 American Constitutional Law: The Federal System]

PS 306 American Constitutional Law: Individual Rights (Fall)

This course focuses on the Supreme Court's interpretation of the first amendment freedoms of speech, press, and religion, and, to a lesser extent, the rights of the accused, as reflected in amendments four through eight. It includes consideration of philosophic arguments regarding speech and religion (Mill, Locke), the framing of the original bill of rights, and the constitutional history of free speech in America (Levy). Gunther and Sullivan's *Constitutional Law* is the text; written work includes three or four essays, a mock court exercise, and a final exam. (Sophomores, juniors and seniors with PS 102 or PS 104 or PS 205 or PS 206 or PS 305). **PHL USA** (Mr. Dry)

PS 310 American Public Policy (Spring)

This course considers such questions as: How do we decide which problems are worthy of governmental attention and which are best resolved in the private sphere? How do public policy issues get defined? How do policymakers solve those problems they choose to focus on? This class takes an unconventional approach to the study of public policy in that we do not spend an inordinate amount of time on the mechanics of policymaking the workings of Congress, agencies, and courts. What you will come away from this course with is the ability to assess intelligently a wide range of public policy debates. **SOC USA** (Ms. Layzer)

PS 312 Bureaucracy (Fall)

Bureaucracies: What are they? Why do they exist? What makes some more effective than others? How do they influence politics? This course examines the role of bureaucracies primarily in the American political context. It begins with an overview of the nature of bureaucracies and theories for their formation, followed by an examination of bureaucratic actors (managers, operators, and executives) and the context within which they work. It concludes with an attempt to assess bureaucratic effectiveness. Case studies of particular bureaucracies included to sharpen analyses. (Mr. Dickinson)

PS 320 American Political Development (CW 15) (Spring)

This course will trace the development of the American political system from its founding through the present. We will pay special attention to the response of the governing system to crucial events in American history, such as the Civil War, the rise of industrialism, and the New Deal. Among the topics explored will be the growth in size and power of the federal executive branch and the rise in importance of interest groups in American politics. This course will be taught in a seminar format. (One course in American politics or American history) **SOC HIS USA** (Mr. Klyza)

PS 420 Seminar in American Politics (Spring)

This seminar examines the evolution, structure, and operation of the U.S. Congress. The focus is on changes in the internal distribution of power and their impact on legislative outputs. Readings address members' changing electoral basis, constituency relations, the role of committees and subcommittees, paths to leadership, and presidential-congressional leadership in the era of divided government. (Mr. Dickinson)

PS 421 Seminar on Perspectives on the Environmental Movement (Spring)

The purpose and focus on this seminar is to examine and analyze the environmental movement (concentrating on the United States) from a number of different perspectives (e.g., historical, economic, philosophical, legal, religious, political). These different perspectives will help us to better understand the environmental movement: where did it come from? what are its main points? is there one unified movement? what are the crucial differences within this movement? By examining the environmental movement with these different perspectives we will be able to gain greater insight into these questions. (PS/ES 211) (Mr. Klyza)

[PS 422 Seminar on Congressional Campaigns and Elections]

[PS 423 Science, Politics, and Public Policy]

[PS 425 Seminar on the American Presidency]

COMPARATIVE POLITICS

PS 103 Introduction to Comparative Politics (Fall, Spring)

See description in "Introductory Courses" above. **SOC**

PS 220 Asian Politics (Fall)

After a generation of national liberation, industrial revolution, and economic earthquake, what lies ahead for the ancient societies and new states of Asia? Through case studies from East Asia, Southeast Asia, and South Asia, we will analyze how the collapse of the "Asian economic miracle" has shaken political systems. We will study how governments are now responding to the challenges of globalization (the financial crisis, the spread of modern mass communications, Asian values and universal human rights) and insularization (ethnic and religious conflicts, demands for meaningful democratic change) in their pursuit of economic development and political legitimacy. **SOC OTH** (Mr. Rosenberg)

[PS 223 Latin American Politics] SOC OTH

PS 225 West European Politics (Fall)

An introduction to the domestic politics of Western Europe since 1945, focusing on Britain, France, Germany, Italy, Spain, Sweden, and the European Union. Topics include representation, the role of the state in promoting economic growth, social capital and democratic performance, transitions to democracy, and the welfare state. The second half of the course will focus on issues high on the current European agenda, including unemployment, economic reform, the rise of far-right parties and globalization. **SOC EUR** (Mr. Bleich)

[PS 227 Soviet and Russian Politics] SOC HIS OTH

PS 228 East European Politics (Fall)
This course provides an overview of the key stages in the development of East and Central European politics in the twentieth century. It examines the imposition of communist rule, crises of de-Stalinization, the collapse of communist regimes in 1989, and the politics of post-communist transitions. The course focuses on the factors promoting and impeding the development of stable democratic regimes and assesses East Europe's prospects. **SOC HIS EUR** (Mr. Kraus)

PS 230 Comparative Development Strategies (Spring)
Why have some countries developed more rapidly than others? What do we mean by "development"? How can governments help or hinder development prospects? These broad questions are addressed by analyzing the development experiences of Asian, Latin American, and African countries. The course focuses particularly on what governments have done to try to accelerate the development process. To gain a historical perspective, the course begins with a brief consideration of the experiences of the now "developed" countries, followed by an examination of how difference countries have confronted the dilemmas of development of the 20th century. **SOC OTH** (Mr. Cason)

PS 240 Race Around the World: The Comparative Politics of Ethnic Diversity (CW 15) (Fall)
This course aims to promote reflection on the interactions between the state and ethnic and racially diverse societies. What effect do governments' actions have on ethnic or racial identities and mobilization? What kind of equality-if-any-should states and citizens seeks within their borders? How do states' actions affect the likelihood of national cohesion and social peace between racial and ethnic groups? To address these questions, we will compare the United States to South Africa, India, Brazil, and Western Europe. Are there lessons that can be learned from abroad that shed light on the politics of race in this country? **SOC OTH** (Mr. Bleich)

[PS 250 Political Culture]

PS 324 The Political Development of Western Europe (CW 15) (Spring)
In what ways are the political systems and politics of France, Germany, Italy, and Britain similar? In what ways do they differ? How might we explain these patterns? This course attempts to answer these questions through comparative investigation of the processes and consequences of economic and political modernization in these nations from the feudal period to the 20th century. **SOC EUR** (Ms. Stanger)

PS 335 Latin American Revolutions (Spring)
This course examines the causes, goals, and outcomes of revolutions in 20th-century Latin America, with special reference to Mexico, Cuba, Venezuela, Chile, and Nicaragua. It seeks to understand (1) why this region has experienced to many revolutions; (2) what their impact on political, economic, or social systems has been; (3) what factors have kept revolutionaries from achieving their political, social, or economic goals; and (4) why have many revolutions only seemed to replace one form of repression with another (i.e., communism, authoritarianism). Alternative causal explanations are presented, in-depth case study analysis conducted, and key "limiting" factors are identified. **SOC OTH** (Mr. Williams)

PS 348 Comparative Electoral Processes (CW 15) (Spring)
Analysis of institutions and processes that structure electoral outcomes in advanced democracies: candidate and leadership selection, translation of votes into legislative seats, campaign finance, the media in politics, presidential vs. parliamentary systems. Theories of party systems and representation and how they mediate between citizens and government. A wide range of political systems will be studied, including the United States, Britain, France, Italy, Israel, and Japan. Students will contribute to the development of a Web page on comparative electoral processes. (PS 103 or PS 230 or PS 324 or waiver) (Mr. Davis)

[PS 406 Seminar on European Politics: Socialism, Fascism, Capitalism]

PS 415 Seminar on Latin American Politics (Fall)
Political Science 415 is a reading/research seminar, whose main focus is a single, yet critical question: Why have democracy and self-sustained prosperity proved so difficult to accomplish in Latin American countries? To unravel this puzzle we will approach it from a number of angles including the region's commonalties—historical legacies, sociopolitical arrangements, and economic challenges, etc.—and alternative theoretical perspectives. We will also probe the inherent tensions between the political realities of various countries, and the fundamental political principles of liberty, freedom, equality, and opportunity. (EC 225 or HI 286 or PS 223 or PS 230 or PS 335) (Mr. Williams)

PS 416 Latin American Political Development (in Spanish) (Fall)
This course will examine the political development of Latin America after independence. Major topics in the course will include: leadership and *caudillismo*, nationalism and the relationship between Latin America and the outside world, democracy and authoritarianism, revolutionary movements and electoral systems. Readings for the course will draw on the work of Latin American so-

cial scientists and novelists, and will also include speeches and writings from Latin American political leaders. A major goal of the course is to build an ability to carry on sophisticated discussion of Latin American politics in Spanish. Most readings will be in Spanish, and all classes will be conducted in Spanish. This course will fulfill the advanced language course requirement for International Studies majors. Students may also use the course to receive elective credit in the Spanish department, though it does not fulfill the SP senior seminar requirement. (One 300-level course in Spanish) (Mr. Cason).

PS 424 Seminar on Comparative Democratization (Spring)
This seminar explores critical issues concerning transitions from authoritarian to democratic rule. It addresses such questions as: What factors account for the "third wave" of global democratic expansion? How do newly democratic societies confront their authoritarian past? Should the new leaders choose presidential or parliamentary government? What challenges confront states that are undergoing simultaneously processes of democratic change and economic transformation? What conditions favor consolidation of new democracies? Can democracy's "third wave" be sustained indefinitely, or will a wave of democratic breakdowns follow? To contend with such questions, we will analyze and compare the experience of many countries and regions. (One course in comparative politics) (Mr. Kraus)

PS 440 The Politics of Identity in Western Europe: Nations, Citizens, and Immigrants (Spring)
This seminar will provide an overview of the politics of identity in Western Europe. We will link theoretical debates about identity with current political concerns about nationalism, citizenship, and immigration in Western Europe. After exploring how to think about identities, this course asks questions such as: Where does nationalism come from? How do recent changes in citizenship and immigration policy affect national identity? How are West European nations struggling to accommodate multiculturalism, and how confident are they that they will succeed? We will link empirical discussions of Western European societies with broader questions about identity, diversity, and social cohesion. (PS 103 or PS 225 or PS 230 or PS 324) (Mr. Bleich)

PS/GG 444 Problems of Nationalism (Fall)
The near absence of coincidence between ethnic and political borders is the major source of global political instability. Realistic attempts to devise policies for avoiding, resolving, and mitigating ethnonational conflict require appreciation of how this form of conflict differs in its essentials from other forms of conflict; and this, in turn, requires understanding of the nature of ethnonational identity and of the attitudinal and behavioral patterns to which it gives rise. The seminar investigates the nature and political ramifications of ethnonationalism. It addresses the multifaceted questions of "what, who, when, where, and why is a nation?" and examines the current influence of ethnonationalism throughout the major regions of the world. (Mr. Connor)

[PS/IS 445 Ethnicity, Nationalism, and the State: Voices and Responses]

PS/IS 454 Leadership: Politics and Personality (Fall)
See international studies for description. This course is equivalent to IS 454 and PY 454. Register for this course under IS 454. (Mr. Kraus, Mr. Riess)

INTERNATIONAL RELATIONS AND FOREIGN POLICY

PS 201 International Politics (Fall, Spring)
See description in "Introductory Courses" above. **SOC**

PS 214 International Environmental Politics (Spring)
What happens when the global economy outgrows the earth's ecosystem? This course surveys the consequences of the collision between the expanding world economy and the earth's natural limits: shrinking forests, falling water tables, eroding soils, collapsing fisheries, rising temperatures, and disappearing species. We will examine how countries with different circumstances and priorities attempt to work together to stop global environmental pollution and resource depletion. **SOC** (Mr. Rosenberg)

PS 218 Great Powers Politics in East Asia (Spring)
What role will Asia play in the formation of the New World Order? Can we hope for peace and stability across a range of issues, or should we prepare for a clash of civilizations? This course evaluates theories of international political economy by applying them to practical and policy issues, giving equal emphasis to security dilemmas and economic concerns in the contemporary world. Topics include security regimes, nuclear proliferation, territorial disputes, trade blocs, regional institutions, and monetary coordination. Readings will be drawn from political science, economics, and history. **SOC OTH** (Ms. Pekkanen)

[PS 219 Conflict and Cooperation in Asia]

[PS 226 The European Union]

PS 302 International Law and Organization (Spring)
The course examines international law and organization as institutions designed to prevent, manage, and resolve international conflict. The first two-thirds of the course are devoted to the role of international law, and to legal issues involving territorial claims, diplomatic practice, intervention, the use of coercion, the laws of war, and human rights. The section on international organization focuses on the United Nations' efforts at peaceful settlement, collective security, peacekeeping, and nation-building. (PS 201 or PS 311 or waiver) **SOC** (Mr. Leng)

PS 303 U.S.-Latin American Relations (Spring)
This course examines American foreign policy toward Latin America. Grounded in international relations theory, it chronicles the expansion of U.S. power in the 19th century, the interwar period, the Cold War, and the current era of continental economic integration. To ensure rigorous analysis the course sets theoretical concepts against specific case studies. Topics include the Inter-American System, specific doctrines (Monroe Doctrine, Roosevelt Corollary), specific policies (Good Neighbor Policy, Alliance for Progress), and milestone events in U.S.-Latin American relations, including the Cuban missile crisis, Falkland Islands War, and North American Free Trade Agreement. **SOC** (Mr. Williams)

PS 304 International Political Economy (Spring)
This course examines the politics of global economic relations, focusing principally on the advanced industrial states. How do governments and firms deal with the forces of globalization and interdependence? And what are the causes and consequences of their actions for the international system in turn? The course exposes students to both classic and contemporary thinking on free trade and protectionism, exchange rates and monetary systems, foreign direct investment and capital movements, regional integration, and the role of international institutions like the WTO. Readings will be drawn mainly from political science, as well as law and economics. **SOC** (Mr. Cason)

PS 311 American Foreign Policy (Fall)
An examination of the conduct, impact, and evolution of American foreign policy since 1945, focusing on the domestic setting, international structure, and institutional constraints that have shaped America's relations with the major states and regions of the world. Topics will include the cold war and containment, American intervention in the developing world, American international economic policy, the role of public opinion and transnational relationships in U.S. policy decisions, and the impact of globalization on policy agendas, processes, and outcomes. **SOC USA** (Ms. Stanger)

[PS 315 Theories of International Relations]

[PS 403 Seminar on Political Economy of Development in Latin America in Comparative Perspective]

PS 404 The Political Economy of Sustainable Development (Spring)
How can the world economy "meet the needs of the present generation without compromising the ability of future generations to meet their own needs?" This research seminar will examine how the institutions that govern or influence state-market relations (e.g., the IMF, World Bank, WTO, MNC's, NGO's, etc.) are attempting to manage planet Earth within growing environmental constraints. Students will do independent research and present case studies on current international environmental negotiations (e.g., climate change, biodiversity, ocean fisheries, transboundary air pollution, hazardous materials, environmental implications of trade liberalization and structural adjustment, etc.) (Mr. Rosenberg)

[PS 405 Seminar on the Causes of War]

[PS 407 Seminar on United States-European Relations]

[PS 408 Seminar on U.S. Relations with Russia and East Central Europe]

[PS 410 Seminar on the Politics of East Asia]

PS 412 Seminar on Diplomacy (Fall)
The practice of diplomacy and the techniques of bargaining, negotiation, and mediation are studied through diplomatic handbooks, memoirs, and studies of historical and contemporary cases. The seminar begins with an examination of a case of classical diplomacy at the Congress of Vienna and then moves to consider more recent diplomatic cases, including examples of bargaining in interstate crises, peace settlements, and cooperative efforts at problem solving. Each student will complete a case study of a diplomatic event of his or her choice. (PS 201 or PS 311) (Mr. Leng)

[PS 430 Seminar on Asian American Relations]

[PS 451 Development and Democracy]

[PS 453 Law and International Political Economy]

HONORS

PS 501 Senior Honors Seminar (Fall)
The goal of this seminar is to advance the individual thesis agendas of honors students in political science. The seminar aims at improving the process of senior thesis writing through readings, methodology workshops, and individual advising. It also describes ways of doing and assessing studies like those done for political science theses in any of the four major subfields (American politics, international politics, comparative politics, and political theory). The basis for the thesis seminar is active student participation in a series of oral and written exercises. (Ms. Pekkanen)

INDEPENDENT PROJECTS

PS 500 Advanced Projects (Fall, Winter, Spring)
A program of independent work designed to meet the individual needs of advanced students. *(Approval required)* (staff)

PS 700 Honors Thesis (Fall, Winter, Spring)
(Approval required) (staff)

PSYCHOLOGY

Professors: Bob Osborne, Marc Riess; *Associate Professors:* Susan Campbell (chair), Carlos Vélez; *Assistant Professors:* Marcia Collaer (on leave academic year), Barbara Hofer, Augustus Jordan (on leave academic year), Michelle McCauley, H. David Smith; *Visiting Assistant Professors:* David Rettinger; *Scholar-in-Residence:* Eleanor Gibson

Psychology is the scientific study of behavior, including mental processes. For the student who majors in psychology at Middlebury, engagement with data lays the basis for an empirically founded and objective formulation of principles of human behavior. Students may encounter the data in published research reports, in laboratory work, and in connection with individual research along lines that they find important. The relevant observations may involve human participants or sometimes infra-human animals for the better experimental control that they may permit. Whatever the sources of the observations, the student comes to see them as products of the experiments that generated them, and thus evaluates their importance for hypothesis testing or application.

As a psychology major the student takes a program of elective and required courses in psychology. By the end of the junior year, through work in psychology, he or she has acquired familiarity with data, concepts, and research procedures essential to an understanding of human behavior. During the senior year the student makes use of accumulated knowledge and skills in his or her deep involvement with several areas of central importance to psychology.

Required for the Major in Psychology: Eleven courses in psychology including the following: (1) PY 105, PY 201, and PY 202; (2) four core courses from among PY 203, PY 204, PY 206, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 303, PY 305, PY 306, at least one with laboratory; (3) one 300-level course (lab or nonlab, but not counted in (2) above); (4) two PY 400-level seminars (not both PY 412 and PY 425) (PY/PS/IS 454 may not count as a 400-level seminar but may count as an elective); (5) one elective (any fall, spring, or winter PY course). It is understood that exemption from a specific course requirement does not affect the general requirement of the eleven PY course minimum.

Senior Program: All majors in psychology must complete two of the advanced (400-level) seminar courses in psychology.

Departmental Honors in Psychology: Students who seek to graduate with departmental honors should consult with a staff member no later than the junior year to begin actively planning their research. PY 202 must be taken before the term in which the student submits the honors proposal. One or more PY 500 courses may be taken to support the research. During the spring term of the senior year, candidates will enroll in PY 703 after meeting the special requirements listed in the course description. A minimum of a B+ average in psychology department courses is needed for admission to honors candidacy.

Required for the Minor in Psychology: Five psychology courses, including the following: (1) PY 105; (2) two core courses from among PY 201, PY 202, PY 203, PY 204, PY 206, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 303, PY 305, PY 306 (at least one with laboratory); (3) one 300- or 400-level course (a course may not be double counted for both requirements (2) and (3)); (4) one elective (any fall, spring, or winter term PY course).

Advanced Placement: Students who seek advanced placement in psychology should take the College Board Advanced Placement Examination. Credit for PY 105 is given to students who achieve a score of 4 or 5 on the Psychology AP Examination.

Joint Major in Biology and Psychology: The requirements are BI 190, BI 195, BI 216, BI 250; one of BI 201, BI 202, BI 203, BI 310; one 300- or 400-level BI course; one biology elective; PY 105; PY 201; PY 301; two core courses from PY 203, PY 204, PY 206, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 303, PY 305; one 400-level seminar; and one PY elective (any fall, spring, or winter PY course). Three electives chosen with the adviser's approval in chemistry, mathematics, or physics. Students should consult their adviser about honors in the joint major.

Joint Major in Psychology and Sociology: Required psychology courses: PY 105; PY 201; PY 203; two core courses from PY 204, PY 206, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 303, PY 305, PY 306; one 400-level seminar; and one elective. Required sociology/anthropology courses: SA 105; SA 252; either SA 301 or SA 302; SA 305; one of SA 103, SA 191, SA 288, or SA 355; one 400-level seminar; and one elective. Students who elect to do a senior thesis are required to take only one 400-level seminar in either sociology or psychology. Students should consult their adviser about honors in the joint major.

PY 105 Introduction to Psychology (Fall, Spring)

This course will provide a general introduction to the discipline of psychology. The most central and important theories, concepts, findings, controversies, and applications in the following areas will be considered: biological bases of behavior, learning, perception, thinking, development, personality, abnormality, and social behavior. (Not open to juniors or seniors) **SOC** (fall: Mr. Vélez, Mr. Rettinger; spring: Mr. Riess, staff)

PY 201 Psychological Statistics (Fall, Spring)

This course will examine statistical methods used in the behavioral sciences. Students will learn the logic underlying statistical analysis, focusing primarily on inferential techniques. They also will become familiar with the application of statistics to psychological research, including the use of computer software for conducting and interpreting statistical tests. (Credit is not given for PY 201 if the student has taken MA 106 or EC 210 previously or concurrently.) **DED** (Ms. Campbell)

PSYCHOLOGY

PY 202 Research Methods in Psychology (CW 15) (Fall, Spring)
This course will present an introduction to the design, analysis, and interpretation of psychological research. Students will also become familiar with the structure and style of psychological journal articles, and learn to write using APA style. (Not open to first-year students, PY 201, seniors by waiver only) **DED** (fall: Mr. Rettinger, spring: Ms. McCauley)

PY 203 Social Psychology (Fall)
Social psychology is the study of how social situations affect the thoughts, feelings, and behaviors of individuals. This course will provide an overview of social psychological theory and research findings, as well as reviewing the ways in which these findings are applied to the study of issues such as aggression, close relationships, prejudice, and altruism. Students will also learn about the research methods that social psychologists use to test their theories. (Not open to seniors except by waiver) **SOC** (staff)

PY 204 Personality Psychology (Spring)
This course provides an overview of personality psychology. Several central theories of personality, including psychoanalytic, humanistic, cognitive, trait, behavioristic, and social learning, will be discussed. The course will also emphasize the connection between personality theory and personality research. (Not open to seniors except by waiver) **SOC** (Mr. Vélez)

[PY 206 Sensation and Perception I]
SCI See PY 303.

PY 207 Conditioning and Learning (Spring)
This course introduces the research and theories relating to how animals learn about the causal structure of their environment. A contemporary review of principles generated by the experimental analysis of behavior is considered within the context of a psychobiological approach to learning and behavior. A self-scheduled lab and a 1 hr. prelab are part of this course. **SCI** (Mr. Osborne)

PY 210 Alcohol Use and Abuse (Spring)
This course offers an in-depth examination of alcohol use and abuse in contemporary American society. Topics covered will include alcoholism vs. problem drinking vs. social drinking; current state, regional, and national drinking patterns; clinical differentiation of alcohol abuse and alcohol dependency; dual diagnosis; disease or disorder debate; epidemiology; chronic and acute effects on the central nervous system; medical consequences; fetal alcohol syndrome; adverse social consequences; patterns of usage and effects on women and African-American, Hispanic American, Asian American, and Native American populations; pattern of usage and outcomes for college students; models for prevention, intervention, and treatment. (Students who have taken the winter term course on alcoholism will not be allowed to take this course for credit. Seniors by waiver only.) **SOC** (Ms. McShane)

[PY 213 Psychology of Ethics and Moral Development]

[PY 214 Psychology of Language]

PY 215 Applied Psychology (Spring)
This course will focus on how psychological theories and research are applied to societal problems. The psychologist's role in business (employee satisfaction, personnel selection), marketing (why we buy what we buy?), health and sports (the function of stress and anxiety on performance and well being), as well as how our physical environment influences our well being. Students should possess a strong interest in what psychologists can contribute to society and how they go about doing so. **SOC** (Ms. McCauley)

PY 216 Adolescence (Fall)
This course is designed to provide an overview of adolescent development, including the biological, cognitive, and social transitions of individuals during this period of life. Development also takes place in context, and we will pay particular attention to the role of family, peer group, school, work, and culture. Students will read research literature, as well as cases, in order to examine the central psychological issues of this developmental period, including identity, autonomy, intimacy, sexuality, and achievement. **SOC** (Ms. Hofer)

PY 224 Abnormal Psychology (Fall, Spring)
This course will provide an overview of the abnormal mental processes and behaviors currently classified as psychopathological. Data and issues related to the diagnosis, incidence, causes, and treatment of each disorder will be examined. Case studies and current research efforts will provide focus for the discussion of the neuropsychological, psychodynamic, behavioral, cognitive, humanistic, and social factors that contribute to each disorder. (PY 105) (fall: Mr. Riess, spring: staff)

PY 225 Child Development (Spring)
This course will examine the nature of developmental changes from the prenatal period through adolescence. A variety of theoretical perspectives will be considered, each focusing on a different domain of development. The domains include biological, emotional, social, perceptual, cognitive, language, and moral development. A major challenge for developmental psychologists is to understand how these domains relate to one another, a problem we will work on throughout the semester. Developmental processes will be examined in a variety of contexts, including the home environment, day care, play groups, and the classroom. (This course will receive teacher education credit.) 3 hrs. lect., 1 hr. disc. (Not open to seniors except by waiver) **SOC** (Mr. Smith)

PY 226 Adulthood and Aging (Fall)
Development does not stop with adolescence. As we progress through early, middle, and late adulthood, we undergo distinct physical, emotional, social, and cognitive

changes that impact upon our lives and the lives of others. This course will consider these changes and the theories that have been developed to explain them. A primary emphasis of this course will be how the rapidly aging population of the United States will influence psychological theory, resource allocation, and the social concerns of the near future. (PY 105) (Mr. Smith]

PY 300 Addiction (Spring)
This course will review the current research and theories regarding the concept of addiction. Addictions to both experiences and substances will be covered in detail. The treatment of the addicted person(s) in clinical settings will also be addressed and evaluated. (2 psychology courses beyond PY 105) (Mr. Vélez)

PY 301 Physiological Psychology (Fall)
This course concerns the biological basis of human behavior. The course will consider the neurochemical, neuroanatomical, and neurophysiological bases of processes such as language, sensation, emotion, aggression, sleep, learning, and memory. In the laboratory the student will conduct experiments using standard (surgical, anatomical, biochemical, behavioral) techniques to investigate central nervous system function. (PY 105 or one biology course) 3 hrs. lect., 3 hrs. lab. **SCI** (Mr. Osborne)

PY 303 Perception (Spring)
The study of perception is the oldest part of modern psychology. It developed from attempts to answer two questions: "How do we know what we know about the world?" and "Why does the world appear the way it does?" Since much of what we know about the world comes from our senses and perceptions, study of these processes has given psychologists some answers to these questions. Through lectures, laboratory investigations, discussions and demonstrations, we will study all five senses, emphase vision and hearing, and explore topics like: psychophysics, color vision, tone perception and object recognition. (Prerequisite: PY 105 and PY 201 or by waiver) 3 hrs. lect., 3 hrs. lab. (Mr. Rettinger)

[PY 304 Child Psychopathology]

PY 305 Cognitive Psychology (Fall)
Questions about the nature of the mind, thinking, and knowledge have a long and rich history in the field of psychology. This course will examine the current status of this field by examining theoretical perspectives and empirically documented phenomena. Lectures, discussions, demonstrations, and experiments will contribute to our understanding of cognitive psychology. Topics to be considered include reasoning, language, problem solving, creativity, and decision making. (PY 201 previously or concurrently; recommended: PY 202) 2 hrs. lect., 3 hrs. lab. **SCI** (Mr. Smith)

PY 306 Psychological Assessment (Spring)
This course will cover the major techniques that psychologists use in the assessment of personality, psychopathology, and attitudes, including the Rorschach, the Thematic Apperception Test (TAT), intelligence testing, the MMPI-2, projective drawings, Thurstone and Likert scales, behavioral assessment, and the assessment interview. In lectures you will learn about the reliability, validity, construction, and standardization of these instruments. In laboratories, you will begin to learn how to administer, score, and interpret these psychological tests, and write up the results in psychological reports. (At least two psychology courses) 3 hrs. lab. (Mr. Riess)

PY/WG 307 Human Sexuality (Spring)
This course will provide an introduction to the biological, psychosocial, behavioral, and cultural aspects of human sexuality. Specifically, the course will cover topics such as the physiology of sexual response, love and the development of sexual relationships, sexual orientation, contraceptive use, and sexually transmitted diseases. Emphasis will be given to discussion of relevant social issues, including sexual harassment, pornography, and cyberspace sexuality. Students will be encouraged to critically evaluate the sexual norms, attitudes, and practices of their own and other cultures. (two psychology courses) (Ms. Campbell)

[PY 309 Psychopharmacology (Fall)
This course will examine ways in which drugs act on the brain to influence behavior. Students will learn the basics of brain function, biochemical principles of drug action and dependence, and how legal and illegal drugs alter the behavior of humans and experimental animals (including mood, learning, and motivation). Historical, societal, and legal issues of drug use and abuse also will be discussed. (One course in psychology, biology or chemistry) **SCI** (staff)

PY 313 Legal Psychology (Fall)
This course will provide an overview of the role of psychological research in the legal system. Students will be asked to consider how psychology is intertwined with legal decisions of guilt, a defendant's competency to stand trial, eyewitness behavior, jury selection, jury decision making, capital punishment, the insanity defense, and other relevant topics. In addition to the text, students will read empirical studies and Supreme Court decisions relevant to the above topics. As psychology's role is contemplated, the strengths and limitations of the empirical research will be evaluated. **SOC** (Ms. McCauley)

[PY 315 Fundamentals of Clinical and Counseling Psychology]

PY 327 Educational Psychology (Spring)
The goal of this course is to introduce students to a psychological understanding of teaching and learning through an overview of principles, issues, and related research in educational psychology. The course will examine theories of learning, complex cognitive processes, cognitive and emotional development, motivation, and the application of these constructs to effective instruction, the design of optimum learning environments, assessment of student learning, and teaching in diverse classrooms. **SOC** (Ms. Hofer)

PY 350 Directed Research in Psychology (Fall, Spring)

Directed research provides opportunities for advanced students to become familiar with and participate in ongoing research projects under the direction of a faculty member. The student will first read background literature on the content area to be investigated and experimental methodologies to be used. Procedures involved in conducting psychological research will then be learned through firsthand experience in defining conceptual variables and in gathering, analyzing, and interpreting data. Finally, students will learn how to write technical articles in psychology by preparing a paper describing the project, using A.P.A. format. (Approval required, three psychology courses beyond the introductory level, and junior or senior status) (staff)

400-LEVEL SEMINARS

Seminars provide the advanced student with an opportunity to pursue particular content areas in depth. They require intensive writing and reading of the relevant literature.

PY 405 The Psychology of Racial/Ethnic Minorities (Fall)

This course will explore areas within the field of psychology that relate to the experiences of racial and ethnic groups currently living in the United States. The course is also designed to be an interdisciplinary one. It will incorporate sociological and psychological perspectives to provide a comprehensive understanding of the issues and problems confronted by members of various racial and ethnic minority groups today. The course will examine issues related to self-concept, cognitive development, family dynamics, assimilation, pluralism, acculturation, biculturalism, bilingualism, and mental health as they pertain to U.S. minorities. (Mr. Vélez)

[PY 408 Psychology of Marriage and Family Systems]

[PY 412 Approaches to Psychotherapy]

[PY 417 Physiological Basis of Learning and Memory]

[PY 418 Biological Basis of the Mind: The View from When Things Go Wrong]

PY/WG 420 Psychology of Women and Gender (Fall)

This seminar will examine the development of theory and research on psychological issues relating to women and gender. Topics such as gender differences and similarities, stereotypes, and gender learning will be addressed. The course will also explore the impact of these issues on individuals' self-views and on relationships between women and men. Students will learn the skills necessary for thinking critically about gender issues as they are discussed and portrayed in academic and popular media. (junior or senior psychology or women's and gender studies majors) (Ms. Campbell)

PY 421 Seminar in Cognitive Development (Spring)

How does the immature mind of a newborn develop into the sophisticated and complex mind of the adult? As children grow older, their abilities to perceive, communicate, think, and remember undergo dramatic changes. This course will focus on the changes that accompany development in a wide variety of mental abilities. Such abilities include, but are not limited to, learning, memory, language, and reasoning. Theoretical perspectives that attempt to explain and predict these changes, as well as milestones in intellectual development, will be considered. (At least four psychology courses, including Child Development or Cognitive Psychology) (Mr. Smith)

PY 422 Children in the Legal System (Fall)

This seminar will provide an in-depth study from the psychological issues around children's participation in the legal system. We will discuss the historical role of children in court, the legality of using protective measures such as closed-circuit TV with child witnesses, the accuracy and suggestibility of children's reports, techniques to improve children's recall and testimony, custody issues in divorce cases, and special concerns of juvenile offenders. Readings consist of book chapters, empirical articles, as well as amicus briefs and Supreme Court cases relevant to child witnesses. (Open to juniors and seniors only.) (Ms. McCauley)

PY 424 Exceptional Learners (Spring)

The purpose of this senior seminar is to provide a foundation and analysis of legal, social, educational, medical, and psychological concepts that focus on exceptional children. To do this, we will investigate the basic characteristics and unique educational needs of populations of children who have been determined to differ significantly from their "average" peers in terms of mental, physical, and/or emotional characteristics. Related educational programs, such as "special education" will be introduced and evaluated, including programming theories and approaches, legal requirements, and other general topics of interest. (PY 225 or PY 327) (Ms. Hofer)

PY 425 Diagnosis using DSM-IV (Fall)

In this advanced seminar, we will take an active-learning, case-study, approach to the diagnosis of psychopathology. In other words, you will learn about the diagnosis of mental disorders by making diagnoses of persons in biographies, novels, and films. We will focus on how to make differential diagnoses using the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV). Thus, you will be learning the particular symptoms, signs, and diagnostic criteria of many mental disorders. You will learn how to identify them in specific cases and apply them to making valid diagnoses. (PY 224) (staff)

PY 429 The Psychology of Social Identity (Spring)
This advanced seminar will examine the underpinnings of our different social identities including those related to race, ethnicity, and sexuality. We will draw from theory and research in social, evolutionary, and cultural psychology, as well as from resources in sociology and history to understand the surprisingly fluid nature of the categories that define who we are. This course will embrace issues such as ethnic conflict, group hierarchy, prejudice and discrimination, and homosexuality. (staff)

PY 430 Memory-A User's Guide (Spring)
Why do we have trouble remembering our assignments, but do so well at "Jeopardy?" How can I remember names better? A deep understanding of how people remember will allow us to answer these and many other questions. Topics include information processing models of short term, long term and working memory, connectionist and network models, as well as cognitive neuroscience approaches. Readings will be a mixture of textbooks and journal articles. The class will have a seminar format, with emphasis on student presentations and contributions. Evaluations will be based on a research project, in-class presentations and reaction papers. (Senior psychology majors, or *by approval* of instructor) (Mr. Rettinger)

[PY 432 Genes and Behavior]

PY/IS 545 Leadership: Politics and Psychology (Fall)
See International Studies listing for course description. This course is equivalent to IS 454 and PS 454. Approval only. Register for this course under IS 454. (Mr. Kraus, Mr. Riess)

PY 500 Advanced Research (Fall, Spring)
A program of research arranged to meet the needs of advanced students majoring in psychology. *(Approval required.)* (staff)

PY 703 Honors Candidacy (Spring)
Students hoping to be considered as candidates for departmental honors must, under the sponsorship of a department faculty member, submit a formal, written research proposal to the department by 5 p.m. on Monday of the 11th week of fall classes in their senior year. If the proposal is approved, the student will enroll in PY 703 during the winter and spring terms of the senior year. The decision about awarding departmental honors will be made after the student submits a thesis by 5 p.m. on Monday of the eleventh week of spring classes. An oral defense of the thesis may be scheduled and is required if the thesis is to be considered for high or highest honors. *(Approval required)* (staff)

SOCIOLOGY/ANTHROPOLOGY

Professors: A. David Napier, Margaret Nelson, E. Burke Rochford, Ellen Oxfeld (on leave); *Associate Professor:* Theodore Sasson (chair); *Assistant Professors:* Marc Garcelon, David Stoll; *Visiting Assistant Professors:* Susan DiGiacomo, Dwight Fee; *Lecturer:* David Eaton

The Department of Sociology/Anthropology has the unique feature of combining two disciplines within a single departmental major. We encourage students to take full advantage of this opportunity to develop a perspective for the systematic analysis and understanding of human behavior. Based on the empirical findings of the closely related disciplines of sociology and anthropology, this perspective is inherently comparative, in that the department is concerned with the impact of culture and society in various settings. Although both of these disciplines share common concern about human behavior, each in addition has its own history, concepts, and theoretical commitments. Anthropology essentially focuses on the role of culture in human experience, and sociology is concerned primarily with the role of social interaction and the social structure in human experience.

Required for the Major in Sociology/Anthropology: A minimum of ten fall and spring term courses will constitute the major. The core of the departmental major consists of five required fall and spring courses (SA 103, SA 105, SA 305 or SA 306, SA 301 or SA 302, and SA 700 or SA 710), which emphasize basic concepts, theory, and research methods. Each student will also be required to take at least one 400-level seminar (preferably in the junior year). In addition, each student may choose from five to nine (starting in 1998, four to eight) electives from the variety of substantive courses offered by the department, no more than two of which may be 100-level courses. Strongly recommended: at least one area studies course.

Ideally, students should take Research Process (SA 301 or SA 302) in their junior year in order to prepare themselves for their senior research and writing project. If a major anticipates being away during all or part of the junior year, the Research Process course should be taken during the sophomore year.

Joint Major in Sociology and Psychology: Required sociology/anthropology courses: SA 105; SA 252; either SA 301 or SA 302; SA 305; one of SA 103, SA 191, SA 288, or SA 355; one 400-level seminar; and one elective. Required psychology courses: PY 105; PY 201; PY 203; two core courses from PY 204, PY 206, PY 207, PY 215 (or PY 327), PY 224, PY 225 (or PY 216 or PY 226), PY 301, PY 303, PY 305, PY 306; one 400-level seminar; and one elective. Students who elect to do a senior thesis are required to take only one 400 level seminar in either Sociology or Psychology. Students should consult their adviser about honors in the joint major.

Sociology Minor: SA 105; one 200 level course; and three elective courses in sociology, no more than one of which can be at the 100 level.

Anthropology Minor: SA 103; two courses in the "Area Studies in Anthropology" section below; two elective courses in anthropology, no more than one of which can be at the 100 level.

Senior Courses: The senior program consists of either a one-semester senior essay (SA 700) or a two-semester senior thesis (SA 710). Normally, the latter is carried out during the fall and winter terms. The senior essay should be written in the fall term. Variations from these patterns are possible only by waiver from the department. A special senior seminar (for both SA 700 and SA 710 students) will be conducted in the fall semester. Its purpose will be to consider recurring research and writing problems.

Departmental Honors: Only students who elect to write a senior thesis (SA 710) become eligible for departmental honors. To achieve honors, one must do superior work on both the senior thesis and course work in the department. Specifically, the level of honors will depend upon (1) achieving a minimum of a B average in all sociology/anthropology courses, and (2) the final thesis grade: B+, honors; A-, high honors; and A or A+, highest honors.

INTRODUCTORY COURSES

Anthropology

SA 103 Selected Topics in Sociocultural Anthropology (Fall, Spring)
This course introduces students to the varieties of human experience in social life and to the differing approaches and levels of analysis used by anthropologists to explain it. Topics include gender roles and kinship, linguistic and belief systems, power and authority, and the organization of production. Ethnographic examples are drawn chiefly from non-Western societies, from simple bands to great agrarian states. The ultimate aim is to enable students to think critically about the bases of their own culture and about practices and beliefs previously unanalyzed and unexamined. **SOC OTH** (Mr. Stoll, Ms. DiGiacomo)

SA 159 Human Origins, Culture, and Biodiversity (Fall)
This course considers the origins and nature of human societies and the dimensions of human biodiversity. We will begin by discussing our hominid origins in the context of comparative primate ecologies. We will examine the emergence of modern human cultures over the past ten thousand generations, involving language, art, and religious experience as well as agricultural and urban revolutions which have transformed our social life. We will then look at problems in living populations, exploring the crucial interplay of culture and biology in human adaptation, health, and social change. Critical study of the history of evolutionary thought will help us situate current debates on race and sexuality, as well as powerful implications of recent genetics and biotechnologies. No prerequisites; all are welcome. We will make use in the course of continuing advances in information technologies, which are revolutionizing these fields. **SOC** (Mr. Eaton)

SA 160 Seminar: Primary Health-Care Interactions *(Three weeks, mid-August)*
The focus of the seminar is on the present and future state of primary health care, and, in particular, on how changes in contemporary health practice influence the health and well-being of rural Vermonters. The seminar meets intensively on a daily basis, weekends included, for three weeks in mid-August. In addition to reading and participating in discussions, students will keep journals and write frequent essays. A two-day symposium involving policy makers, health educators, and medical practitioners from rural Vermont is designed to allow students to gain first-hand awareness of how medicine is practiced in Vermont, and to provide a general context for the second part of the program, the preceptorship with a Vermont physician. A grade will be given and credit awarded upon satisfactory completion of SA 161. ***Open to first-year students only.*** (Mr. Napier)

SA 161 Primary Health-Care Preceptorship *(One month: September, January, or May-June)*
The continuing phase of Primary Health Care Interactions involves living in a Vermont community, typically for one month with a preceptor (mentor) who is a physician in primary care, family or general practice, or pediatrics. The preceptorship provides students with the major experiential component of the program. In addition to close monitoring of the physician's daily activities, students are encouraged to become interns in a number of volunteer settings that enable them to understand how local health care is given and received. Under the supervision of his or her physician-mentor, each student defines and engages in a specific community-health project. A daily account (journal) about the preceptorship experience is kept; an essay is submitted at its conclusion, along with a report about the community-health project. Where possible, students are encouraged to return to the site of the preceptorship for future volunteer work. Grades and two course credits will be given upon satisfactory completion of both SA 160 and SA 161. (SA 160) (staff)

[SA/HA 170 Anthropology through the Arts] ART SOC

SA 211 Human Ecology (Spring)
Environmental issues are also cultural and political conflicts, between competing social groups, economic interests and cultural paradigms. This course introduces students to human ecology, the study of how our adaptations to the environment are mediated by cultural differences and political economy. Topics include how ecological anthropology has evolved as a subdiscipline, with a focus on systems theory and political ecology; how ritually regulated societies manage resources; how rural communities deal with environmental deterioration; and how contradictions between environmental protection, economic development, and cultural values complicate so many ecological issues. (100 level course in Environmental Studies or SA 103) **SOC OTH** (Mr. Stoll)

Sociology

SA 105 Society and the Individual (Fall, Spring)
This course examines the ideas and enduring contributions of the giants of modern social theory, including Karl Marx, Max Weber, and Emile Durkheim. Readings will include selections from original works, as well as contemporary essays. Key issues will include the nature of modernity, the direction of social change, and the role of human agency in constructing the "good society." This course serves as a general introduction to sociology. **SOC** (Mr. Sasson, Mr. Garcelon)

SA/WG 191 Introduction to Women's and Gender Studies in the Social Sciences (Fall)
This course will explore the multifaceted ways in which gender as a social construct contributes to the asymmetric organization of our social worlds. Through a thematic and interdisciplinary approach, we will explore theories that attempt to account for inequality between men and women; theories of how gender informs sexuality, thought, and morality; feminist approaches towards change; and the different ways in which male and female are imagined in different cultures. The course will include both Western and non-Western perspectives on feminism and gender issues. **SOC** (Ms. Nelson)

SA/WG 212 The Family in Contemporary Society (Spring)
This course will investigate the social, economic, and political forces that have brought about changes in family life at the end of the twentieth century. We will begin by looking at various attempts to define "the family" and we will then explore a range of topics including the webs of family relationships (e.g., mothering, fathering, kin networks), labor and family intersections (e.g., mediating between work and family; the household division of labor), gay and lesbian family life, and domestic violence. Although the focus will be on contemporary United States, we will also examine some cross-cultural and historical material. 3hrs. lect/disc. **SOC USA** (Ms. Nelson)

SA 215 Sociology of Education (CW 5) (Spring)
In this course we will study education both as a social institution and as a social process. In our analysis of education and its relationship to the structure of society, we will pay particular attention to the intersection of gender, class, race, and ethnicity within schools. Our objective will be to explore the ways in which education might contribute to the reproduction of social inequalities, as well as its potential for social change. The substantive focus will be on American society. Limited places available for students to satisfy the College writing requirement. **SOC USA** (Ms. Nelson)

SA 252 Social Psychology (Fall)
The purpose of this course is to examine the relationship between self and society from a sociological perspective. Our initial focus will on the nature of symbols, language, and the social self as theorized by G. H. Mead and early "symbolic interactionists." We will then address the presentation of self through the works of Erving Goffman, and subsequently consider more contemporary concerns such as emotions, emotional labor, and inequality in social interaction. The second half of the course will address questions of identity: shifts in ethnicity and gender, the mediation of identity through media and technology, reflexivity and globalization, and finally, related debates surrounding the emergence of "postmodern" identities. **SOC** (Mr. Fee)

SA 270 Cultural Studies (Fall)
This course provides an overview of recent trends and debates in the sociology of culture and cultural studies. While we will examine the classic sociological approaches to culture and ideology, the majority of the course will explore issues of popular culture as seen in the context of such rapidly expanding fields as media studies, science and technology studies, theories of race and identity, and feminist and sexuality studies. The overarching purpose of the course is to develop a critical understanding of the importance of meaning and cultural forms in the making of contemporary social and political realities. **SOC** (Mr. Garcelon)

SA 288 Deviance and Social Control (Spring)
This course introduces students to the core sociological perspectives on the nature, causes, and control of deviant behavior and deviant populations. Special emphasis will be placed on crime and criminals, but other behaviors and statuses conventionally defined as deviant, including homosexuality and physical disability, will be considered as well. Readings will include both classical and contemporary contributions to the sociological study of deviance and social control. **SOC USA** (Mr. Sasson)

Theory and Method

Anthropology

SA 302 The Research Process: Ethnography and Qualitative Methods (Fall)
The aim of this course is to prepare the student to conduct research, to evaluate and present research in a scholarly manner, and to evaluate critically the research of others. Practice and evaluation of such basic techniques as observation, participant-observation, structural and open-ended interviews, and use of documents. Introduction to various methodological and theoretical frameworks. Thesis or essay prospectus is the final product of this course. Strongly recommended for juniors. Three-hour research lab required. (SA 103) (SA 306 strongly recommended) **DED SOC** (Mr. Napier)

SA 306 Topics in Anthropological Theory (Spring)
This course will analyze the way that anthropological theory can contribute to our understanding of diverse cultures and societies. The objective is to provide students with a better understanding of how different approaches in anthropology can be used to illuminate

various aspects of the human experience. We will be introduced both to important theorists in the history of anthropology as well as to critical contemporary theorists. (SA 103) **OTH** (Mr. Eaton)

Sociology

SA 301 The Research Process: Survey Research (Spring)

Introduction to the basic tools of sociological research from problem formulation (relationship of concepts, hypotheses, and theory) through strategies of design and data collection, to analysis and presentation of results. Exposure to interviews, structured observation, and participant-observation. Concentration on the survey approach, with the class conducting an actual sample survey. Submission of the senior project proposal. Strongly recommended for juniors. Three-hour research lab required. (SA 105) **DED SOC** (Mr. Rochford)

SA 305 Topics in Sociological Theory (Fall)

This course will analyze the way that sociological and anthropological theory can contribute to our understanding of the social world. The objective is to provide the students with a better understanding of how various theoretical approaches in the two fields have highlighted and analyzed certain aspects of the organization of human society. By comparing approaches to common problems, the course will also bring to the fore recent challenges that have emerged from the margins of both disciplines. (SA 105) **DED** (Mr. Garcelon)

INTERMEDIATE COURSES

Anthropology

SA/WG 303 Gender, Self, and Emotion (CW 5) (Fall)

Anthropology teaches us that there is no universal definition of personhood. In this course, we will explore the self as a cultural artifact in a range of societies, using a variety of anthropological approaches to analyze representations of the self. We will consider masculinity and femininity as aspects of culturally specific definitions of personhood; the role of ritual in transforming personal identity; the cultural construction and patterning of emotions and their expression; the impact of poverty on family feeling and community sentiment; and the anthropologist's experience of the self in fieldwork. Limited places available for students to satisfy the College writing requirement. **SOC OTH** (Ms. DiGiacomo)

[SA/WG 304 Women, Culture, and Society] SOC OTH

SA 342 Tales of the City: The Anthropology of Urban Life (Spring)

In this course, we will examine urban space, place, and social life in a variety of cultural contexts: Europe, Latin America, North America, and Asia. The city is a nexus of power, both a place from which power is exercised and a symbol of power in itself. It is planned and ritualized, experienced and contested, in highly varied ways. Urbanism is a fundamental part of human experience, both historically and in the present. Topics of special interest include urban poverty; urban planning; race, ethnicity, class and gender in the definition of urban space and place; and urban politics and social movements. **SOC** (Ms. DiGiacomo)

[SA 355 Race and Ethnicity] SOC

SA 382 Symbolic Anthropology (CW 5) (Spring)

As the anthropological study of symbols and symbolic systems, this course examines how symbols express social ideas and structure experience. How do symbols function to codify social identity? How are they legitimated through myth and ritual? How are they variously lived out in daily experience? In addressing these questions, the course will focus on cosmology, views of nature, human ecology, concepts of the person, body image, and embodied imagination. Limited places available for students to satisfy the College writing requirement. **SOC** (Mr. Napier)

SA 387 Medical Anthropology: Approaches to Affliction and Healing (Fall)

This course explores personal, bodily, and social dimensions of human suffering and well-being through cross-cultural ethnographic research. Using studies of chronic illness, gendered violence, witchcraft, and multiple personality and spirit possession, we will examine how experiences such as pain, madness, and ecstasy are produced and understood. We will compare the constitution of the body and the person in disparate healing practices, from biomedical analytics and Ayurvedic pharmacopeias to !Kung San summoning of "boiling energy." We will also consider the impact of systemic inequalities, social movements, and population sciences on health and illness worldwide, through studies of child survival, urban poverty, new reproductive orders, and international responses to AIDS and emerging infectious diseases. (SA 103 or SA 159 recommended). 3 hrs lect./disc. **SOC OTH** (Mr. Eaton)

Sociology

[SA 307 Social Movements and Collective Action] SOC

SA/RE 308 Sociology of Religion (CW5) (Fall)

The course focuses on classical and contemporary issues in the sociology of religion. We begin with definitional debates about what religion is and the strengths and limitations of a social science of religion. We then consider issues of religious commitment and conversion; the changing role and influence of religion in contemporary society (i.e., secularization theory); change in religious communities; American religious history;

women, family, and religious life; and the emergence of new religious movements. Throughout the course we read ethnographic and historical studies of various religious organizations and communities (e.g., American Protestantism, the Amish, Catholicism, Hare Krishna, Shakers, Oneida, Mormons). Limited places available for students to satisfy the College writing requirement. **PHL SOC USA** (Mr. Rochford)

SA 310 Sociology of Politics and Power (CW 5) (Spring)

This course will serve as a general introduction to the sociology of politics and power in modern American society. Our main topics will include the nature and distribution of political power, the social bases of solidarity and inter-group conflict, and the new 'communitarianism' in elite political rhetoric. Course readings will include classic statements (for example, de Tocqueville, Pareto, Marx) as well as contemporary works. Throughout the course, our basic concern will be to ascertain, in light of various normative criteria, the vitality of American democracy, and to consider strategies for its improvement. Limited places available for students to satisfy the College writing requirement. **SOC USA** (Mr. Sasson)

[SA/WG 311 Sociology and Sexual Politics]

[SA/WG 313 The Social Construction of Masculinity]

SOC

[SA 344 The Contemporary Metropolis: Topics in Urban Sociology]

[SA 349 Mass Media and American Society]

SOC USA

SA/WG 354 Sociology of Personal Relationships (CW5) (Fall)

While the study of close relationships is most often associated with psychological and therapeutic perspectives, this course examines the qualities, importance, and the shifting nature of personal relationships from a variety of sociological viewpoints. Contemporary struggles around intimacy, sexuality, and love in our "post-traditional" context will be of particular importance, especially with respect to changes brought through feminist and gay movements. We will also address friendships, family relations, and even compassionate relationships with non-human animals. More broadly, the course confronts the interplay between the personal and the sociological during a time when matters of intimacy are taking on new urgency in a changing modernity and in the life of the self. Limited places available for students to satisfy the College writing requirement. (SA 103 or SA 105) (Mr. Fee)

SA 360 Development and Globalization: The Changing Face of the Modern World-System, 1944-1998 (CW 5) (Spring)

This course analyzes the rise of the "development" and "globalization" projects in the post-war era. In the 1950s, "development" emerged as a code-word for building modern industrial societies and states in the former western colonies of the "Third World" and in the former agrarian empires of Russia and Asia. Since the 1980s, however, the project of developing the new states along national lines has been largely abandoned in favor of the project of "globalization," which aims to create an administrative, legal and political framework for further integrating and managing the world-system as a single economic entity. We will examine this shift by comparing processes of social change in several regions of the non-Western world, including East Asia, Sub-Saharan Africa, and the former Soviet Union. Particular attention will be paid to how changes in the "Western core" of the world system have interacted with regional processes of social change, such as the decline and collapse of Soviet socialism, to shape the emergence of the globalization project. We will conclude with a critical survey of the many social, economic, political and ecological problems plaguing the globalization project on the eve of the 21st century. 3 hrs. lect./disc. (SA 105 required. GG 210 recommended.) Limited places available for students to satisfy the College writing requirement. (Mr. Garcelon)

SA/RE 373 American Religious Communities (Spring)

See Department of Religion for description. (Mr. Rochford)

[SA/WG 390 Sociology of Women]

SOC

Area Studies

[SA 321 Native Peoples of the Americas]

SOC OTH

SA 326 Latin American Culture and Society (CW 5) (Fall)

This course explores anthropological issues in a region defined by a long history of invasion and cultural hybridization. Drawing on case material from Mesoamerica, the Caribbean and South America, including ethnographies of folk healers, peasants and urban shanty-town dwellers, we look at how anthropologists have conceptualized society and culture and how local studies contribute to understanding global problems. By analyzing the intersection of class, ethnicity, gender and national identity, the course explores debates over national character, the culture of poverty, cultural dependency, transnational culture, and immigration to the United States. (200-level course on Latin America. This course is primarily for students doing study abroad in the region.) Limited places available for students to satisfy the College writing requirement.

(HI 285 or HI 286 or EC 225 or PS 223 or PS 230) **SOC OTH** (Mr. Stoll)

SA 332 Peoples and Cultures of Africa (CW 5) (Spring)
A comparative introduction to contemporary Africa from an anthropological and ethnographic perspective. Through case studies, we will consider practices of the body and self in which judgment is founded and through which social relations are experienced and understood. We will examine how these shape and express changing systems of exchange and forms of community and society. We will situate voices at the center of social life, studying oral performance, music and dance, and the printed or digitized word as cultural commentary. Finally, we will explore emergent domains of politics, studying local and geopolitical dimensions of social movements in contexts of ethnic fluidity and diversity, transnational migration, ecological stress, violence, and reconciliation. Limited places available for students to satisfy the College writing requirement. **SOC OTH** (Mr. Eaton)

[SA 335 Chinese Society and Culture]
SOC OTH

[SA 336 Indian Society]
SOC OTH

SA 337 Mediterranean Europe in the Anthropological Imagination (Fall)
This course is a survey of the ethnography of Mediterranean Europe. Cultural themes and interpretive issues to be addressed will include the concept of the Mediterranean as a culture area; economic development and underdevelopment; rural-urban linkages; social class formation and class conflict; the cultural construction of gender identities; patronage, both heavenly and earthly; mass tourism; and variations on the theme of marginality as experienced by Catalans, Basques, Gypsies, and recent migrants from north and central Africa (SA 103 recommended). 3 hrs. lect./disc. **SOC EUR** (Ms. DiGiacomo)

[SA 338 Russian Society in the Twentieth Century]
SOC EUR

Seminars

[SA 410 Sociology of Politics and Power]

[SA 420 Boundaries and Belonging: Culture, Politics, and Identity in Europe]
EUR

SA/IS 432 Film and Anthropological Representation (Fall)
See Program of International Studies for description. This course is equivalent to IS 432 and TH 432. Register for this course under IS 432. (Mr. Napier, Mr. Ruoff)

SA/IS 436 Terrorism (Spring)
See Program of International Studies for description. This course is equivalent to IS 436 and GN 436. Register for this course under IS 436. (Mr. Stoll, Mr. Geisler)

[SA 444 The Contemporary Metropolis: Topics in Urban Sociology]
USA
[SA 450 Religion and Social Change in Latin America]

[SA 471 Post-Communist Society? China and Russia]

SA 478 Sociology of Punishment (Fall)
This course examines the changing ideologies and practices of state-sponsored punishment. The topic is given particular urgency by the spectacular expansion of imprisonment and other forms of penal supervision in the United States and elsewhere over the past 20 years. Our approach to the topic will be historical and comparative, focusing on the modern period as a whole and the countries of Western Europe and the United States. Course readings will include foundational theoretical statements (Marx, Foucault, Durkheim, and Elias), social histories (of prisons, parole), as well as contemporary sociological studies of recent developments in criminal law, sentencing, and punishment. Our goal will be to identify the major phases of penal development, reflect intelligently upon their causes, and assess their implications for public safety, social justice, and our understanding to the type of society in which we live. **SOC** (Mr. Sasson)

[SA 480 The Anthropology of Religion]

[SA 485 Medical Sociology]

SA 489 The Sociology of Mental Illness (Spring)
This course explores a variety of sociological issues and approaches to the study of mental illness. Utilizing a "social constructionist" perspective, we will critically engaged the dominant medical model of mental disorder and explore the sociological legacy of labeling theory, ethnographic work in psychiatric hospitals, and studies of mental health policy and institutional change. The course raises broad theoretical and historical questions about the conceptual development of "mental illness" as a label, condition, and as an object of scientific and social concern. Specific issues will include "women's madness," the politics of diagnosis, the contemporary experience of specific syndromes (e.g., depression), and recent developments in psychopharmacology and psychotherapy. Readings will include: Michel Foucault, Erving Goffman, David Karp, Jane Ussher, Jackie Orr, Thomas Scheff. (SA 252 or PY 203 or PY 224) (Mr. Fee)

INDEPENDENT STUDY

SA 500 Advanced Individual Study (Fall, Spring)
Open to qualified students by waiver. (staff)

SENIOR PROGRAM

SA 700 Senior Essay (Fall)
Under the guidance of a faculty member, a student will carry out an independent, one-semester research project, often based on original data. In addition, all those enrolled must participate in a series of meetings in which recurring problems in thesis writing will be discussed. The final product must be presented in a written report of 30-45 pages, due at the end of the fall term. (staff)

SA 710 Senior Thesis (Fall, Winter)
Under the guidance of a faculty member, a senior will carry out an independent two-semester research project, often based on original data. This is normally carried out during the fall and winter terms. In addition, all those enrolled must participate in a series of meetings in which recurring problems in thesis writing will be discussed. Data must be analyzed and presented in a written report of 70-80 pages, due at the end of the winter term. Superior performance will be considered for honors (see "Departmental Honors"). (staff)

TEACHER EDUCATION

Director: Bob Prigo; *Lecturers:* Gregg Humphrey, to be announced; *Assistants in Instruction:* Sandi Olivo, Judith Vaill

Successful completion of all the program requirements will be registered on the student's transcript as a minor. The program offers students opportunities to study educational issues and to prepare themselves as elementary or secondary teachers. Upon graduation, students who have successfully completed one of the programs described below receive an initial license to teach in the state of Vermont. The Vermont license is recognized by the following states and the District of Columbia (some states now require a teacher competency examination, however, before licensure will be granted): Alabama, Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Georgia, Hawaii, Idaho, Illinois, Indiana, Maine, Maryland, Massachusetts, Michigan, Mississippi, Montana, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Ohio, Oklahoma, Oregon, Pennsylvania, Rhode Island, South Carolina, Tennessee, Texas, Utah, Virginia, Washington, and West Virginia.

Students interested in earning teacher licensure should notify the teacher education office of their interest as early as they can, preferably by the fall of the sophomore year. Students who intend to study abroad for a semester or a year should be especially careful to plan ahead, and should begin their teacher education program as early as their first year, if possible. Students should plan on devoting a full term (four course units) to their student teaching and their study of teaching methods.

In order to gain teacher licensure in the state of Vermont, a prospective teacher must submit a portfolio that demonstrates teaching competence with regard to subject matter, teaching strategies and skills, and professional relations. The portfolio will be reviewed periodically, and at the end of the practicum the student teacher will make an oral presentation to the teacher education program review committee.

REQUIREMENTS FOR ELEMENTARY LICENSURE (GRADES K-6):

1. One term of college science (preferably in the physical sciences) or a one-term course in mathematics (see mathematics department for relevant courses)
2. A one-term course on child development (PY 225)
3. A one-term course on educational psychology (PY 327)
4. A one-term course on the pedagogy of teaching reading, language arts, and social studies at the elementary school level (TE 305)
5. A one-term course on the pedagogy of teaching mathematics and science at the elementary school level (TE 315)
6. A winter term course on the pedagogy of teaching the arts at the elementary school level (TE 317)
7. The professional semester: TE 404 Curriculum Development in Elementary Education (seminars/workshops in physical, health, and special education); TE 405, TE 406, TE 407 Student Teaching in the Elementary School; and satisfactory review of the student teacher's portfolio by the Teacher Education Program Review Committee

SA 215 Sociology of Education, AD 116 The Creative Process, and PY 474 Exceptional Learners are not required but highly recommended.

REQUIREMENTS FOR SECONDARY LICENSURE (GRADES 7-12):

1. A major or its equivalent in a discipline that coincides with a subject taught widely in public secondary schools is necessary for teacher licensure. Middlebury College presently recommends students for secondary-level licensure in the following areas: art, biology, chemistry, computer science, dance, earth science, English, French, geology, German, history and social sciences, mathematics, physics, Russian, and Spanish.

Note: Students majoring in history or a social science (economics, geography, political science, psychology, or sociology/anthropology) must complete a course dealing with geography and a course dealing with a culture or society outside North America. Students majoring in a social science must also complete the following: HI 203 United States History 1492-1861, and HI 204 United States History 1861-Present or their equivalent.

2. A one-term course on adolescent psychology (PY 216)
3. A one-term course on educational psychology (PY 327)
4. A winter term field experience course working as a teacher assistant in a secondary school (TE 327)
5. A one-term course on the methods and materials of teaching reading, writing, and study skills in secondary school subjects (TE 320)
6. The professional semester: TE 414 Problems and Methods in Secondary Education; TE 415, TE 416, TE 417 Student Teaching in the Secondary School; and satisfactory review of the student teacher's portfolio by the Teacher Education Program Review Committee

SA 215 Sociology of Education and PY 474 Exceptional Learners are not required but highly recommended.

TE 305 Reading, Language Arts, and Social Studies (Spring)
An examination of the processes of reading and writing, the perceptual and language skills involved, and the nature of the task confronting children attempting to gain literacy. Also an introduction to social studies curriculum. In addition to the three hours of weekly class, students spend two to three hours per week observing elementary school classes in the Middlebury area. Field work is required for those planning to teach at the elementary level. (staff)

TE 315 The Teaching of Mathematics and Science in the Elementary School (Fall, Spring)
An examination of current theory, research, methods, and materials of elementary school mathematics and science. In addition to the three hours of weekly seminars, students spend two to three hours per week observing in elementary school classes in the Middlebury area. *(Approval required.)* (Mr. Humphrey)

TE 320 Teaching Reading and Writing Skills in Secondary School Subjects (Fall, Spring)
An introduction to curricular and instructional theory as it relates to the teaching of reading, writing, and study skills in the secondary school content areas. In addition to the weekly seminar, students are expected to spend two or more hours per week observing and tutoring in secondary schools in the Middlebury area. *(Approval required.)* (staff)

TE 404 Curriculum Development in Elementary Education (Fall, Spring)
Concurrent with elementary student teaching, this course is designed to provide guidance in curriculum development and its implementation in the classroom, and to explore some of the issues related to the teaching process and profession. Methods and materials in the teaching of health, physical, and special education will also be considered. (Corequisite: TE 405, TE 406, TE 407) *(Approval required.)* (staff)

TE 405 Student Teaching in Elementary Education (Fall, Spring)
A semester-long practicum in a local elementary school under the direct supervision of an experienced master teacher. (Corequisite: TE 404) *(Approval required.)* (staff)

TE 406 Student Teaching in Elementary Education (Fall, Spring)
See TE 405. *(Approval required.)* (staff)

TE 407 Student Teaching in Elementary Education (Fall, Spring)
See TE 405. *(Approval required.)* (staff)

TE 414 Problems and Methods in Secondary Education (Fall, Spring)
The purpose of this course is to extend the study of general methods of teaching in the secondary schools and to provide study in the curriculum and special methods of specific teaching fields. (Corequisite: TE 415, TE 416, TE 417) *(Approval required.)* (staff)

TE 415 Student Teaching in the Secondary School (Fall, Spring)
A semester-long practicum in a local secondary school under the direct supervision of an experienced master teacher. Weekly seminars provide a continuing support system for student teachers by establishing a congenial forum of peers and College supervisors for the sharing of ideas, problems, and experiences. (Corequisite: TE 414) *(Approval required.)* (staff)

TE 416 Student Teaching in the Secondary School (Fall, Spring)
See TE 415. *(Approval required.)* (staff)

TE 417 Student Teaching in the Secondary School (Fall, Spring)
See TE 415. *(Approval required.)* (staff)

TE 500 Independent Project (Fall, Spring)
(staff)

TWO WINTER TERM COURSES ARE REGULARLY OFFERED AT MIDDLEBURY:

TE 317 Children and the Arts
A study of arts education programs at the elementary school level, this course will include the integration of the arts into the classroom curriculum, community arts resources with emphasis on the museum as a teaching resource, and children's literature with particular emphasis on the value of the arts. Students will work as interns 15 hours a week in a local program for children. This course is required for students concentrating in teacher education at the elementary level. Limit on enrollment: 15 *(Approval required.)* (staff; Ms. Olivo)

TE 327 Field Experience Internship in Secondary Education
This course provides students with the opportunity to explore the possibility of a career in teaching. During the term, each student will be assigned to work with a regular classroom teacher in a local secondary school as an intern. Tasks will vary but usually include observing classes, tutoring, directing small-group work, and the like. Students are required to be in the school five mornings per week (8:30-1:00). In addition, seminars will be held two afternoons (1:30-3:00) on campus to discuss the field experience. This course is required of students planning to concentrate in the secondary teacher education program. Prior to registering, students should apply for approval and return a field placement application available in the teacher education office. Limit on enrollment: 15 (Ms. Vaill)

Field Experience at DeWitt Clinton High School
(Approval required, available from Leroy Nesbitt, partnership administrator)

The Professional Semester

Admission to the professional semester is by application only. Deadline: March 15 for fall term, October 15 for spring term. In order to be assured of a positive recommendation for licensure, students must complete the student teaching experience (TE 405, TE 406, TE 407, or TE 415, TE 416, TE 417) with a grade of at least B.

The Ninth Semester Program: Students who wish to gain teacher licensure but are unable to complete the professional semester during their undergraduate years may apply to undertake student teaching shortly after their graduation. To be eligible, students must complete all prepracticum course requirements, including 60 hours of field work at an elementary or secondary school. Tuition is the equivalent of the one-course special student fee charged for that semester. In addition, students will be expected to live off campus and to provide for their own housing and meals.

Prerequisites to the Professional Semester: A G.P.A. of B (may be modified for cause by the teacher education program review committee) and demonstrated mastery of subject matter as attested by appropriate faculty member(s) in the student's major department. Satisfactory completion of required field work as attested by the teacher program staff.

The course requirements for elementary or secondary licensure must be completed, as listed above.

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INTERDISCIPLINARY PROGRAMS

African-American Studies

Professor: Ellen Oxfeld (sociology/anthropology); *Associate Professor:* James Ralph (history) (on leave academic year); *Assistant Professor:* William Hart (history), director; Will Nash (American literature and civilization)

This program offers a minor in African American Studies to students who complete the following requirements.

(1) Two of the following core courses, designed to offer theoretical perspectives and broad background:

- AL 357 Images of Blackness and Whiteness in American Literature
- HI 371 African-American History
- SA 355 Race and Ethnicity (this course is not specifically on Africa- American experience, but offers a theoretical perspective on race and race relations)

(2) Two of the following courses, which are more focused explorations of a part of the African American experience:

- AL 355 African-American Narrative
- AL 356 Slavery and the African-American Literary Tradition
- HI 372 The Civil Rights Revolution

(3) One advanced, relevant 400-level course or an independent 500 level project.

Other appropriate courses offered during the fall and spring semesters, or during the winter term, may be substituted for courses in category (2) at the discretion of the program director. The director or minor adviser will also approve courses to count in category (3).

American Civilization

Professors: Stephen Donadio, John McWilliams, Brett Millier; *Associate Professors*: Michael Newbury (program director), Timothy Spears; *Assistant Professors*: Holly Allen (on leave academic year), Karl Lindholm, Anne Morey, Will Nash; *Visiting Instructor*: Deborah Evans

Majors in American civilization are expected to develop a broad awareness of a wide range of developments in the nation's cultural life. This major offers the possibility of an interdisciplinary approach to the study of American culture as that culture manifests itself in significant historical events, institutions, the arts, and general philosophical ideas and values.

Students are expected to achieve range and depth in their studies by completing specific courses in the various participating departments (see I below). They are further expected to integrate and focus their studies: first, through advanced work in a major field (see II) and, second, through the American civilization seminars and the senior essay or honors thesis (see IV).

Before deciding to major in American civilization, a student should seriously consider that an interdisciplinary major is likely to be more, not less, demanding than a major in a single discipline. No student should become an American civilization major simply because of a desire to take a few courses in many departments. Initiative and self-direction are expected of students in the American civilization program, especially in planning their courses and in writing a senior thesis.

Mr. Newbury is the director of the major in American civilization. Students seeking information or advice concerning the major should consult any member of the American literature and civilization department, or one of the following advisers: Ms. Bellows, Mr. Hart (history); Mr. Ferm (religion), Mr. Grindon (theatre, dance, and film/video), Mr. Perry (theatre, dance, and film/video), Mr. Klyza (environmental studies); Ms. Morse (history and environmental studies); Mr. Sasson (sociology) or Dwight Fee (sociology). Students who major in American civilization are encouraged consistently to seek the advice of faculty outside of the department.

Note: Fourteen courses in the three categories listed below are required for the major. No more than two winter term courses may count toward the major, senior thesis work excepted.

REQUIREMENTS FOR THE AMERICAN CIVILIZATION MAJOR:

Students who entered Middlebury in the fall of 1998 or earlier have the option of following the old requirements. Consult the 1999-2000 course catalog or see Mr. Newbury for details.

I. Courses required of all students (seven courses)

1. HI 203 United States History: 1492-1861
2. AL 201 American Literature: 1620-1830
3. AL 202 American Literature: 1830-1865
4. PS 102 The American Political Regime, *or*
   PS 104 Introduction to American Political Processes
5. AC 210 Formation of Modern American Culture I: 1865-1919
6. AC 211 Formation of Modern American Culture II: 1920-2000
7. Any American civilization elective numbered 200 or above

Students who receive advanced placement credit in American history will be expected to take HI 203.

II. Major Field (four courses)

In addition to the seven required courses, students will choose four courses from a single department (e.g., art, history, political science, American literature) that pertain directly to American civilization. American Civilization majors must fill out a form specifying the four courses in the major field. Mr. Newbury must approve this form no later than the fall semester of the junior year. Students may also petition for approval of a self-designed major field. A self-designed major field, constructed either thematically or chronologically, must be approved by the end of the first week of the fall semester of the junior year.

III. Advanced Studies (three or four courses)

1. AC 400 Junior Seminar in American Civilization (Fall)
2. AC 700 Senior Essay (Fall), *or*
   Senior Honors Thesis (Fall, Winter)
3. AC 704 Senior Seminar in American Civilization (Spring)

In considering topics for senior essays and senior theses, American civilization majors are encouraged to develop a topic that compares an aspect of life in the United States with the same aspect of life in another culture.

Note: To qualify to write an honors thesis, a student must have had an average of B+ or better for courses taken to fulfill requirements for the major.

Minor in American Civilization: Students may minor in American civilization by taking the following courses: AC 210, AC 211, AL 202, an American civilization elective numbered 200 or above, AC 400.

COLLEGE WRITING PROGRAM

When offered, AC 103 satisfies the College writing requirement.

[AC 103 Technology and the American Imagination]

AC/TH 134 American Film Genres (Fall)
See Department of Theatre, Dance, and Film/Video listings for description. **ART USA** (Mr. Grindon)

[AC/AL 150 Introduction to American Literature and Civilization]

[AC/HA 207 American Painting: 1750-1900]

AC 210 Formation of Modern American Culture I: 1865-1919 (Fall)
An introduction to the cultural history of the U.S. from the end of the Civil War through WWI. It will place particular emphasis on the changing shape of popular, mass, and elite cultural forms. We will explore a widely-accepted scholarly notion that a new, distinctively national and modern culture emerged during this period and that particular ideas of social formation (race, class, gender, sexuality, etc.) came with it. We will practice the interdisciplinary interpretation of American culture by exploring a wide range of forms: autobiographies, diaries, novels, architecture, paintings, short stories, dramatic productions, advertising, and films. Required of all American civilization majors beginning with the class of 2002. (Not open to students who have taken AC 200.) **HIS USA** (Mr. Newbury)

AC 211 Formation of Modern American Culture II: 1920-2000 (Spring)
A continuation of the themes addressed in AC 210, tracing the development of a distinctive national—and international—American culture between 1920 and 2000. The class will highlight the rise of modern mass culture, focusing on the emergence of new cultural forms and media, the increasingly public role played by women and racial minorities, the changing nature of the built environment, and the importance of American popular culture on the world stage. Less a survey of cultural history than an interdisciplinary examination of key issues and conflicts, the course will be organized around a variety of written, visual, and aural texts.(AC 210) Required of all American civilization majors beginning with the class of 2002. (Not open to students who have taken AC 200.) (Mr. Spears)

[AC 220 Topics in American Civilization]

AC/TH 230 The Woman's Film (Spring)
See Department of Theatre, Dance and Film/Video listings for description. **ART HIS USA** (Ms. Morey)

AC/TH 236 Television and American Culture (Spring)
See Department of Theatre, Dance, and Film/Video listings for description. **SOC USA** (Ms. Morey)

AC/HA 244 Knickerbocker New-York (Spring)
The course will begin with a survey of seventeenth-century Dutch art and history as reflected in the paintings of Rembrandt, Vermeer, Hals, Ruisdael and de Hooch. Through the writings of Washington Irving (whose pen name was Dietrich Knickerbocker) and the paintings of John Quidor, we will then explore the Dutch life and culture of seventeenth-century New-York as well as its eventual demise and destruction in the nineteenth century. In our examination of Knickerbocker New-York, we will also focus upon the historical and legendary figures of Peter Stuyvesant, Anthony Van Corlear, Wolfert Webber, Ichabod Crane and Rip Van Winkle. **LIT ART USA** (Mr. Wilson)

[AC/HA 245 American Landscape: 1825-1865]
Next offered in 2001-02 **ART HIS USA**

AC/AL 330 Gothic, Ghosts, and Horror (Spring)
An advanced study of the gothic tradition in its various cultural and historic forms. We will focus on literature, architecture, theory, and film in an effort to understand evolutions in the cultural appeal of fright and horror from the 1700s to the present. The course will require heavy reading including: Freud, "The Uncanny"; Lewis, *The Monk*; Shelley, *Frankenstein*; Gibson, *Neuromancer*. We will end with consideration of recent horror films such as *Halloween*. **LIT USA** (Mr. Newbury)

[AC 365 The Art and Language of the Civil War]

[AC/HI 373 History of American Women]
(Next offered in 2002-2003) **HIS USA**

AC 400 Consumer Culture and its Discontents (Junior Year) (Fall)
By the 1920's, advertising, salesmanship, and consumption seemed the very foundations of American prosperity and success. Following the course of a market revolution that began nearly a century before, we will examine the historical and social tensions that accompanied the emergence of a consumer culture. Topics to be studied may include the development of the corporation, the rise of modern advertising, and the emergence of a leisure economy, and the importance of market forces in contemporary American society. Readings will include a wide range of secondary and primary sources. (Open to junior American civilization majors and minors only.) (Mr. Spears)

AC 500 Independent Study (Fall, Spring)
(Select project adviser prior to registration.)

AC 700 Senior Essay/Senior Thesis (Fall, Winter)
For students who have completed AC 400. Under the guidance of one or more faculty members, each senior will complete research leading toward either a one-term, one-credit interdisciplinary senior essay or a two-term, two-credit interdisciplinary honors thesis on some aspect of American culture. Only students who have a B+ average in courses taken for the major may write an honors thesis. The essay is to be submitted no later than the last Thursday of the fall semester; the thesis is to be submitted no later than the last Thursday of winter term. (Select project adviser prior to registration.)

AC 704 Seminar in American Civilization (Senior Year) (Spring)
The topic for the spring of 2000 to be determined in the fall of 2000 by Mr. Donadio and the senior American civilization majors. (Open to senior American Civilization majors only.)

PROGRAM IN ENVIRONMENTAL STUDIES

Professors: Glenn Andres (history of art and architecture), Richard Arthur (philosophy), Thomas Beyer (Russian), Robert Churchill* (geography), Raymond Coish (geology), John Elder (English and environmental studies), James Larrabee (chemistry), John McWilliams (American literature and civilization), David Napier (sociology/anthropology), Andrea Olsen (theatre, dance, and film/video), Bruce Peterson (mathematics and computer science), Kirsten Powell (history of art and architecture), David Rosenberg (political science), Sallie Sheldon (biology), Stephen Trombulak (biology and environmental studies), Christopher K. Wilson (humanities), Richard Wolfson (physics); *Associate Professors:* Alison Byerly (English), Christopher McGrory Klyza* (political science and environmental studies), Patricia Manley (geology);

ology); *Assistant Professors:* Daniel Bedford (geography), Rebecca Gould* (religion), Heidi Grasswick (philosophy), Kimberly Hannula (geology), John Isham (economics), Thomas Kelly (economics), Lisa Landino (chemistry and biochemistry), Andrea Lloyd* (biology), Kathryn Morse* (history), Peter Ryan* (geology), Kathy Skubikowski (English), David Stoll* (sociology/anthropology), Helen Young (biology); *Visiting Assistant Professor:* Judith Layzer (political science), David Weis (chemistry and biochemistry); *Instructor:* Jacob Tropp (history); *Lecturers:* Nan Jenks-Jay* (environmental studies), Don Mitchell (English), Jim Northup (environmental studies); *Visiting Lecturer:* David Bain (English); *Assistants-in-Instruction:* Vickie Backus (biology), Mary Gaudette (environmental studies).

**Steering Committee*

The field of environmental studies (ES) explores the relationship between humans and their environment. Students pursuing the ES major work in a variety of disciplines, including biology, chemistry, economics, geography, geology, literature, the performing arts, philosophy, political science, religion, and sociology. The program in environmental studies is designed to provide students an interdisciplinary, liberal arts experience that focuses on diverse facets of environmental issues, as well as to provide in-depth training in one or more specific disciplines. After graduation students may continue on to graduate school in a number of fields, such as environmental studies, environmental law and policy, the physical sciences, resource economics, and writing.

The environmental studies major is an unusually extensive one, fully equivalent to most joint majors. Students who have not made a significant start on the requirements by the end of the sophomore year should not plan on majoring in environmental studies. It is strongly recommended that interested students consult with the director or another member of the steering committee before declaring a major in ES.

Required for the Major in Environmental Studies: The ES major is composed of course work in four areas: (1) a set of core courses to be completed by the end of the junior year, (2) an in-depth focus, (3) cognate courses that supplement the breadth gained in the core courses, and (4) the senior-level seminar.

Except for transfer students, the core courses must be taken at Middlebury College. A maximum of two courses taken off campus may be credited toward completion of the focus. A maximum of two courses taken off campus may be credited toward completion of cognates. All such off-campus courses must be approved by the student's adviser. This restriction applies to classes taken at the Center for Northern Studies. It does not apply to students taking the international environmental studies focus.

Joint Majors: Students may pursue a joint major with environmental studies and other majors. The other major usually overlaps the student's focus. Those who focus in environmental chemistry, environmental geology, geography, or international environmental studies automatically qualify as joint majors. Students in other foci should consult with the director about joint majors. Due to the interdisciplinary nature of the environmental studies major, there is no reduction in course requirements for the environmental studies component of a joint major.

There is no minor in environmental studies.

Program Honors: Seniors may pursue an independent honors project by taking one or more semesters of ES500 followed by one semester of ES700. With prior approval from the director, a 700 project or its equivalent in another department may also qualify an ES joint major for program honors in environmental studies. Joint majors may also need to satisfy additional requirements for honors based on the criteria set by the non-ES discipline of their joint major. Students who are joint majors should discuss their honors requirements with their advisers. After public presentation by students of their independent projects, program honors will be awarded to students whose projects are of superior quality (B+ or higher) and whose average in courses taken toward the major is also B+ or higher.

I. Core Courses: Each of the following courses is required. Together they provide an introduction to the perspectives on environmental issues of the humanities, natural sciences, and social sciences, as well as basic approaches critical to understanding human interactions with the environment. All of these core courses must be completed by the end of the junior year.

ES 112	Natural Science and the Environment
BI 190	Ecology
PS/ES 211	Conservation and Environmental Policy
EL/AL 215	Visions of Nature (formerly EL/AL 113) *or*
FS 014	Imagining Nature
GG 320	Geographic Information Systems

Note: Only those students who have completed all five of the core courses are eligible to enroll in ES 401 or to sign up for ES 700.

II. Foci: Students must complete all of the requirements for one of the following foci. Courses taken within the focus that are not specified must be approved by the student's adviser. With the exception of the international ES focus, no more than two courses taken off campus can count in the focus. Some foci require extensive course work and qualify the student for joint major status. Note that each focus falls in one of three broad groupings.

Environmental Science

Conservation Biology: BI 195; five of the following courses, of which two must have a significant field work component: BI 201, BI 202, BI 203, BI 302, BI 304, BI 310, BI 323, BI 390, BI 395, BI 490, BI 492, and ES 360.

Environmental Chemistry: CH 103; CH 104 or CH 107; CH 241; CH 242; CH/GL 283; a 300 or 400-level CH course (excluding CH 400); and an at least one-semester independent study project in CH or ES. Students may place out of CH 103, but must take an additional

300 or 400-level CH course (excluding CH 400). See the description of the chemistry major for more information on placement (This focus qualifies students for joint major status.)

Environmental Geology: Five courses from geology at the 100-300 levels (at least four of which must be at the 200-300 levels); one course at the 400 level; two units of GL 700. (This focus qualifies students for joint major status.)

Environmental Policy and Analysis

Northern Environments: GG250; SA211 *or* one of the following biology courses: BI302, BI304, BI310, BI323, BI390, and BI395; NE315, NE325; NE370; NE380; NE390; NE350; and ES500 or ES700 to be completed under the joint supervision of one member of the faculty at the Center for Northern Studies and one member of the Environmental Studies faculty. (NE courses to be completed during the fall or spring term in residence at the Center for Northern Studies in Wolcott, Vermont; and NE350 to be completed during winter term in residence at the Center. For a complete description of these courses, please see geography.)

Environmental Economics: EC 155; EC 210; EC 255; EC 265; EC 465; one course from among EC 325, EC 425, EC 428, EC 429, and EC 444.

Geography: GG 100, GG 150, GG 310, GG 340; two courses at the 200 level; a 400-level seminar; the senior oral examination in geography. Students interested in northern studies should pursue this focus. (This focus qualifies students for joint major status.)

Human Ecology: SA 103; SA 211; SA 301 or SA 302; three courses from among GG 206, GG 210, GG 211, SA 159, SA 307, SA 321, SA 355, SA 360, SA 382 and SA 387; SA 700 or SA 710.

U.S. Environmental Policy: EC 155; EC 265; EC 210 or MA 106 or PY 201; two courses in American politics at the 200-300 level or PS 214 and one course in American politics at the 200-300 level; PS 421.

Environmental Perspectives

Religion, Philosophy, and the Environment: RE 295; GG 206; either RE 395 or PA 356; an additional four courses chosen from among RE 190, PA 205, PA 206, PS 421, and any 300-400 level course in philosophy or religion with approval of the adviser; at least one semester of independent study related to the focus.

Environmental History: HI 222; two history lecture courses in chosen area of study at 200-300 level (U.S., Europe, Russia, Latin America, Asia, Africa/Middle East); for those studying U.S. history, one of these courses must be at the 300 level; one history readings course in chosen area; one history writing and research seminar or HI 500 in chosen area; one course chosen from among: HA 250, HA 218, RE 120, RE 130, RE 150, RE 160, RE 220, RE 221, RE 225, RE 295, RE 320, RE 327, RE 371, RE 395, or one literature course at 200-300 level in chosen area of study; one course chosen from among: GG 206, PS 214, PS 421, SA 211, SA 321.

Environmental Nonfiction: EL 170; EL 203 or LI 101 or AL 103; AL 202; two semesters of Level Two writing workshops, with either EL 360 or EL 365 repeatable by permission of the instructor; two terms of EL 701.

International Environmental Studies: This focus is based on the IS major. Students take two IS core courses, language study that will meet language department guidelines for study abroad; regional courses that fulfill the regional requirement of the student's area of specialization; study abroad of at least one semester; an advanced language course upon return from abroad; and an IS senior seminar. In addition, IS/ES joint majors take all five ES core courses (ES 112, EL/AL 215, BI 190, GG 320, ES/PS 211), one cognate course and ES 401. (This focus qualifies students for joint major status.)

Literature: EL 203 or LI 101 or AL 103; EL 204; AL 202; two courses chosen from among EL 207, EL 213, EL 214, EL 300, AL 203, AL 204, AL 306, AL 340, and AL 355; EL 319 or EL 320 or EL 321; EL/ES 352, AL/EL 315, or another literary seminar.

Creative Arts: AD 116 *or* AR 159; TH 276 *or* TH 277; two of the following: HA 211, HA 220, HA 250, TH 276, HA/AC 314, *or* HA 324; three studio courses in one discipline, two of which must be above the 200 level (selected in consultation with the student's arts advisor; currently limited to the fields of dance and studio art); a senior independent project in the discipline of the selected studio courses.

III. Cognate Courses: Two of the following courses are required, with the restrictions that (1) students focusing in an environmental science (biology, chemistry, or geology) must take both of their cognates outside of the natural sciences; (2) students focusing in an area other than environmental science must take both cognates as science courses with laboratory (these courses are in addition to ES 112 and BI 190); and (3) courses in a student's focus or focus department cannot count as cognates.

Not all of these courses are offered each year; check with the relevant department to determine course offerings. Laboratory courses are followed by (L).

AL	202	American Literature: 1830-1865
AL/EL	315	Wordsworth and the American Poetic Tradition
BI	302	Vertebrate Natural History (L)
BI	304	Aquatic Ecology (L)
BI	323	Plant Ecology (L)
BI	390	Advanced Ecology
BI	490	Plant Ecology Seminar
BI	492	Conservation Biology Seminar
CH	103	Fundamentals of Chemistry I (L)
CH	104	Fundamentals of Chemistry II (L)
CH/GL	283	Environmental Geochemistry (L)
EC	265	Environmental Economics
EC	465	Special Topics in Environmental Economics
EL/ES	352	Wordsworth and Basho
EL	365	Workshop for Nature Writers
ES/IS	249	Russian Environmental History
ES/IS	275	Environment and Development
ES	360	Environmental Science Practicum (L)
GG	150	Physical Earth Processes (L)
GG	206	Human Impact on the Global Environment
GG	210	Geography of Development *or*
GG	211	Economic Geography

GG 216	Geography of Health and Medicine
GG 250	Arctic and Alpine Environments (L)
GG 254	Weather and Climate (L)
GG 256	Water Resources Geography (L)
GG 320	Geographic Information Systems (L)
GL 112	Environmental Geology (L) *or*
GL 170	Dynamic Earth (L)
GL 161	Elements of Oceanography (L)
GL 201	Bedrock Geology of Vermont (L)
GL 205	Mineral and Energy Resources (L)
GL 251	Geomorphic Processes (L)
GL 255	Surface and Ground Water (L)
GL/GG 257	Soils, Geology, and the Environment (L)
GL 352	Quaternary Geology (L)
HA 250	The History of Landscape Photography
HA/AC 314	The American Landscape: 1825-1865
HI 222	Introduction to Environmental History
HI 406	Readings in American History: American Environmental History
MA 106	Introduction to Statistical Science *or*
EC 210	Economic Statistics *or*
PY 201	Psychological Statistics
PA 206	Contemporary Moral Issues
PA 214	Science and Society
PA 356	Philosophy and the Environment
PH 109	Newtonian Physics (L)
PH 110	Electricity and Magnetism (L)
PS 214	International Environmental Politics
PS 310	American Public Policy
PS 421	Perspectives on the Environmental Movement
RE 295	Faith, Freedom, and Ecology
RE 395	Religion, Ethics, and the Environment
SA 211	Human Ecology
SA 321	Native Peoples of the Americas
TH 277	Body and Earth

In addition, students may take (1) any winter term course listed as an environmental studies course; (2) the Field Semester for the Study of Sustainable Development and Environmental Protection in Costa Rica (counts as two cognates); or (3) the Center for Northern Studies Semester in Wolcott, Vermont (counts as two cognates). Other off-campus programs may count as one or more cognates with prior approval of the student's adviser.

IV. Senior Experience: All seniors are required to take ES 401, a course devoted to a particular case study and requiring significant interdisciplinary work. Under special circumstances, students may be allowed to take this course in their junior year.

Independent Work: Some foci require independent work in the related department during the senior year. Students with other foci may also elect to do independent work, which may be carried out as a one or more semester project (ES 500 Independent Study). Students must carry out this work under the supervision of a faculty member whose expertise is in the area that best characterizes the project. Students planning to conduct independent work are strongly encouraged to speak with their adviser and the director well in advance of enrolling in ES 500.

Honors Program: Seniors may enroll in ES 700 in order to pursue an independent honors project. See full discussion above.

BI 190 Ecology (Fall, Spring)

See Department of Biology listings for description. (fall: Ms. Sheldon, spring: staff)

EL/AL 215 Visions of Nature (Fall, Spring)

See Department of English listings for description. (Formerly EL/AL 113; first-year and sophomore students have priority for this course. Juniors and seniors who need the course should obtain a waiver from the instructor.) (fall: Mr. McWilliams, spring: Mr. Mitchell)

ES 112 Natural Science and the Environment (Fall, Spring)

We will explore in detail a series of current environmental issues in order to learn how knowledge of principles of biology, chemistry, geology, and physics helps us to identify and understand environmental problems and to shape policies for effective solutions. Topics covered will emphasize transnational environmental issues, including global warming, ozone, species extinction, human population growth, and world food production. 3 hrs. lect., 3 hrs. lab/disc. (First-year and sophomore students have priority for this course.) (fall: Mr. Weis, Ms. Gaudette; spring: Mr. Trombulak, Ms. Gaudette)

ES/PS 211 Conservation and Environmental Policy (Fall)

See Political Science Department for description. (Mr. Klyza)

ES 211 Conservation and Environmental Policy (Spring)

An introduction to conservation and environmental policy in the United States. The course will be divided into four sections: (1) the history of conservation/environmental policy; (2) the foundations of the U.S. political and economic systems as they affect conservation/environmental policy (e.g., democracy, capitalism, property rights); (3) the institutions and actors involved in conservation/environmental policy (e.g., Congress, bureaucracy, interest groups); and (4) the policy-making process in the conservation /environmental policy area. (First-year and sophomore students have priority for this course. Juniors and seniors who need the course should obtain a waiver from the instructor.) **SOC USA** (Mr. Isham)

ES/IS 249 Russian Environmental History (Spring)

See "Russian and East European Studies" section of the International Studies Program listings for description. (Mr. West)

ES/IS 275 Environment and Development (CW) (Spring)
This course will examine the relationship between economic development and the environment in developing countries. The course will use rigorous economic and environmental analysis, as well as insights from political science and anthropology, to examine a number of the key environmental issues which confront policy makers in the regions. Topics to be covered include: sustainability, biodiversity loss, trade and the environment, population and the environment, poverty and the environment, and deforestation. (EC 150 & EC 155) **SOC** (Mr.Kelly)

ES 305 Environmental Policy Practice (Fall, Spring)
This course is an independent study program based on work at the Sierra Club's Northeast Regional Office in Saratoga Springs, New York. The course is designed to give the student practical experience in the workings of the environmental policy process. A substantial research paper based on the student's experience at the Sierra Club is required. This course must be taken in conjunction with ES 306. ***Note:*** Residence in Saratoga is expected. Students may register for two additional courses at Skidmore College in order to earn three or four credits for the semester. (ES major, PS/ES 211 and by approval) (staff)

ES 306 Directed Readings in Environmental Policy (Fall, Spring)
This course, which must be taken in conjunction with ES 305, is a directed-readings course designed to enhance the student's understanding of the policy process in action. The student will do substantial reading on such topics as the role of interest groups in the political process, the connection between public interest groups and their constituents, understanding the workings of Congress, and the role of the media in the policy process. This course will supply the theoretical foundation to complement the more practical understanding developed in ES 305. Note: Residence in Saratoga is expected. Students may register for two additional courses at Skidmore College in order to earn three or four credits for the semester. (ES major, PS/ES 211 and by approval) (staff)

ES 360 Environmental Science Practicum (Spring)
The focus of this course is on a group research project designed to answer a specific question in the environmental sciences that involves integration of information and techniques across the disciplines of biology, chemistry, geology, and physics. The specific project will change from year to year, but may include investigation of questions related to water quality, soil chemistry, and forest ecology. The goals will be to gain experience with the skills necessary to conduct research in the environmental sciences, acquire a practical understanding of the interdisciplinary nature of environmental science, and develop an appreciation for the power of scientific methodology to answer questions about the environmental effects of human activities. 3 hrs. disc., 3 hrs lab (ES 112, plus at least one introductory lab course in either biology, chemistry, geology, or physics) (Ms. Gaudette)

ES 401 Environmental Studies Senior Seminar (Fall, Spring)
A single environmental topic will be explored through reading, discussion, and individual research. Topics will vary from semester to semester, but will focus on issues with relevance to the local region and with interdisciplinary dimensions, such as temperate forests, lake ecosystems, or public lands policy. The class involves extensive reading, student-led discussions, and a major individual research project. (Senior standing; ES 112, BI 190, PS 211, and EL/AL 215, formerly EL/AL 113) (fall: Mr. Ryan, spring: Ms. Morse, staff)

ES 500 Independent Study (Fall, Winter, Spring)
A one- or two-unit research project on a topic that relates to the relationship between humans and the environment. The project, carried out under the supervision of a faculty member with related expertise, must involve a significant amount of independent research and analysis. (staff)

ES 700 Senior Honors Work (Fall, Winter, Spring)
The final semester of a multi-semester research project on a topic pertinent to the relationship between humans and the environment. (Previous semesters of work would have been conducted as ES 500 Independent Study projects.) The project, carried out under the supervision of a faculty member, will result in a substantial piece of writing, and will be presented to other ES faculty and students in a public forum. (Senior standing; ES 112, BI 190, PS/ES 211, EL/AL 215, and ES 500; *approval required*) (staff)

GG 320 Geographic Information Systems (Fall, Spring)
See Department of Geography listings for description. (staff)

INDEPENDENT SCHOLAR PROGRAM

The independent scholar program is designed to meet the needs of outstanding students who have clearly defined educational goals that cannot be fulfilled within the framework of a normal departmental or interdisciplinary major. Independent study is a significant portion of the program.

The IN 800 thesis is a cumulating experience for this program of study. This thesis brings together the course work the student has completed and incorporates all aspects of the study into one final project. Students applying to be independent scholars are asked to provide an indication of possible IN 800 projects at the time that they submit their proposals. Students are able, however, to change the topic of their IN 800 project in order to respond to new interests and information acquired during the course of their study. In order to qualify to be an independent scholar, students normally must demonstrate a high level of scholarship.

The thesis is undertaken for one or two terms. Students who wish to be considered for honors must work with a thesis committee. Others may choose to work with an individual faculty member, usually the student's adviser. The choice of thesis project is flexible. For example, with permission from the thesis committee, a student in the performing arts might want to incorporate a dance performance, musical composition, or some other feature as part of his or her course of study.

Honors: Independent scholars must meet minimum G.P.A. requirements in order to be eligible for honors. Honors will be determined on the basis of course grades and the thesis grade. A minimum average of B+ in course grades and a minimum grade of B+ on the thesis is required for honors. In determining the numerical average of course grades, all Middlebury courses will be counted. Minimum thesis grade averages for each level of honors are: highest honors, A+; high honors, A-; honors, B+.

International Studies

Students who want to take advantage of Middlebury's strengths in the international arena can choose to pursue a major in international studies or in international politics and economics. The two have much in common: they share many of the same faculty, receive support for co-curricular activities from the same sources, and share many of the same goals. Both require, although to differing degrees, interdisciplinary learning, study abroad, language study, senior work, a regional focus, disciplinary depth, and exposure to trans-regional and/or global phenomena, concepts and theories. There is, however, a difference in emphasis: international studies majors spend a proportionately greater effort on gaining an understanding of a particular culture, while IP&E majors place more stress on the theoretical and thematic study of global affairs.

The (re)establishment of IP&E as an autonomous major affects those IS/IP&E students in the class of '01 who choose to switch to the "new IP&E" and all IP&E students in the class of '02 and after. IS/IP&E students in the class of '01 who decide not to switch are free to complete the "old" requirements (see below) but should note that EC240 was offered for the last time in '99/'00. Current and prospective IP&E students should review the "new" requirements with their adviser and/or the program director.

For students in both international studies and international politics and economics, the Geonomics Center for International Studies is an important resource. It supports the College's goal to become an institution known preeminently for teaching global understanding that radiates from a core linguistic and cultural competency. Geonomics serves as an internationally-oriented resource center for students, alumni, and others in the Middlebury community, and supports faculty involved in international studies in their teaching and scholarship. (For more information, see Section I, page 13.)

International Politics and Economics Major

Director: Allison Stanger (political science)

The "new" IP&E is an autonomous major that replaces the "old" IS/IP&E major. Students in the class of 2001 can choose to switch to the new IP&E if they can meet its requirements, or they can remain IS/IP&E majors under the old requirements. One of the cornerstones of the "new IP&E" is its unified twelve course curriculum - there are no economics or political science "concentrations" with separate requirements, for example, and all IP&E students must complete PS304 (International Political Economy) and EC340 (International Economics). Prospective majors should also note the (re)introduction of a modest regional requirement, the preservation of a study abroad component, the absence of "thesis for seminar" substitutions and the requirement that (at least) one of the senior seminars come from an approved list on "international political economy." While there is no senior language requirement, students are also encouraged to pursue advanced language studies.

Requirements

(1) Courses in Political Science: PS103 (or PS230 or PS324), PS201 (or PS311), PS304, two electives in comparative politics or international relations, at least one of which should concern the region of interest, and a PS senior seminar in comparative politics or international relations.

(2) Courses in Economics: EC150, EC155, two of EC210, EC250 and EC255, EC340, and an approved EC senior seminar with an international orientation.

(3) Senior seminar on international political economy: at least one of the two required senior seminars must be concerned with "international political economy" and chosen from a list identified by the EC and PS departments. In 2000-2001 that list includes: PS404, PS415, EC429, EC430, EC431, and EC444. Please check the program's web page at http://www.middlebury.edu/~is/ipe.html for the complete list of seminars that fulfill this requirement.

(4) Language Study: Students in international politics and economics must achieve the language department's standard of linguistic competence before going abroad.

(5) Term or Year Abroad: Under normal circumstances, this will be completed at one of the Middlebury Language Schools or in the approved Chinese or Japanese programs.

Honors. In addition to their twelve required courses, students can choose to write a senior thesis. The determination of Honors, High Honors, and Highest Honors is based on (1) the level of the grade achieved on the thesis and (2) the level of the average grade received in Middlebury College Courses. ***Note that courses taken abroad do not count toward the grade point determination.*** Honor candidates must have an IP&E course average of 3.3 and a thesis grade of B+ to achieve Honors; an IP&E course average of at least 3.5 and a thesis grade of A- or higher to attain High Honors; and an IP&E course average of at least 3.7 and a thesis grade of A to attain Highest Honors.

At a minimum, majors should complete PS103 (or PS230 or PS324), PS201 (or PS311), EC150, and EC155 before going abroad for a semester. Students who will be abroad for a full year should complete two additional EC courses (chosen from among EC210, EC250, EC255, or EC340) and PS304 before leaving Middlebury.

INTERNATIONAL STUDIES MAJOR

Our faculty is drawn from the following departments: Chinese, classics, economics, environmental studies, French, geography, German, history, history of art and architecture, Italian, Japanese, philosophy, political science, religion, Russian, sociology/anthropology, Spanish, and theatre, dance, and film/video. *Director:* (to be announced) Area program directors: East Asian studies: Elizabeth Endicott (history); European studies: Edward Knox (French); Latin American studies: Darién Davis (history); Russian and East European studies: David Macey (history)

Mission: The international studies major provides a carefully constructed blend of language, regional, disciplinary, and global courses that, together with study abroad (wherever possible in the language of emphasis), seeks to impart to students a deep understanding of a specific geographic region, as defined primarily by language, as well as its place within an interdisciplinary and transnational context.

In pursuit of this mission, the major is designed to ensure that all IS majors graduate with (1) advanced competency in a language taught at Middlebury, sufficient to read scholarly materials and engage in complex interaction with native-speaking professionals in their field of concentration. This involves study abroad and senior work using the language on return to Middlebury; (2) broad exposure to the historical and cultural heritage of their region of focus; (3) solid grounding in one or more of the liberal arts disciplines other than language; and (4) some understanding of the transnational and global context in which their region of focus interacts.

In the aggregate, international education in a liberal arts context should encourage students to transcend the confines of their own backgrounds and upbringing, apprehend the world through others' eyes, and in the process achieve a deeper understanding of themselves and their place within their own cultures. These transformations are prerequisites for living and working effectively in an increasingly interdependent world.

Courses and Requirements

Students who major in international studies share elements at the beginning and the end of their college careers, with core courses and a senior seminar program. Students also have a wide variety of choices within the curriculum. They must specialize in one of the four programs that make up the major: East Asian studies, European studies, Latin American studies, and Russian and East European studies. In addition, students must specialize in one of the traditional liberal arts disciplines, achieve proficiency in one of the languages Middlebury teaches, and study abroad, preferably for a year but at least for one semester. The minimum requirements for the major in international studies which follow apply to all IS majors, except where specific area studies programs or departments indicate otherwise in the detailed descriptions at the end of this entry.

General Requirements

The International Studies Core: Two introductory courses in international studies selected from among the following: Introduction to the World Economy (EC 140), Introduction to Comparative Politics (PS 103) or International Politics (PS 201), Introduction to Anthropology (SA 103), In the Footsteps of Alexander the Great (HI 101) or History Across Frontiers (HI 102), or The Atlantic World, 1492-1900 (HI 105), Introduction to Geography (GG 100) or Geography of Global Issues (GG 110), Reading Literature (LI 101), Women, Culture, and Society (SA/WG 304), International Cinema: History, Memory, WWII (TH244). New core courses will be added as this major develops.

Language Study: Students must become proficient in one of the languages that Middlebury teaches. Individual language departments determine what level of study constitutes proficiency, and students will be expected to do advanced work in the language that they study. All majors must take at least one advanced course in the language of study upon returning from abroad and will be encouraged to take more than one advanced course.

Area Specialization: Students must take at least three courses (in three different departments) in one of the major's four areas of geographical focus. (See detailed descriptions below.) Students are strongly encouraged to take at least two of these area courses before they study abroad.

Disciplinary Specialization: Students will take at least five courses within a single discipline designed to introduce them to its key concepts and methods, as well as prepare them to do advanced work in it. (See detailed descriptions below.) Within a student's disciplinary specialization, at least one of these five courses must be an upper-level seminar and at least two of the courses should have substantial content on the geographical area of specialization. Where possible, such combined disciplinary/area courses should be taken on the Middlebury campus.

Study Abroad: Students must study abroad for at least one semester (and preferably for a year) on a Middlebury-approved study abroad program in their region of focus. Students must receive the approval of the relevant departments and the program director to receive major credit for courses taken abroad.

Senior Program: (1) A senior seminar that is thematic, interdisciplinary, cross-regional, and team-taught. A list of these seminars will be made available each year. (2) An upper-level course, preferably two, in the language of emphasis that will be taken after returning from abroad. Students may also elect to write a thesis during their senior year. Students doing a two-semester thesis may elect to have the seminar requirement waived.

Honors: Honors will be awarded to students with at least a 3.3 average in all courses that count toward the major* and a grade of B+ or better on the thesis; high honors will be awarded to students with at least a 3.5

average in all courses that count toward the major and a grade of A- or better on the thesis; and highest honors will be awarded to students with an average of 3.7 or better in all courses that count toward the major and a grade of A on the thesis.

* "All courses that count toward the major" means:

1. Two IS core courses
2. The disciplinary courses required for the major
3. The regional specialization courses required for the major (one-term independent projects belong in this category)
4. The language courses required for the major
5. The senior seminar in IS, and/or the IS 700 thesis (F/W, W/S, F/S)

Area Specializations

African Studies:

There is no area studies program in African studies, but the international studies committee is willing to consider petitions from individual students who have concrete plans to complete all the requirements for the international studies major, incorporating courses on Africa as their area studies focus. Students should not consider this alternative unless they commit themselves to study a language offered at Middlebury to the advanced level, and to study the appropriate indigenous African language to a level of reasonable competence. Petitions will be considered by the international studies committee, and students whose petitions are accepted will be monitored by Middlebury faculty associated with African studies, in consultation with the director of the international studies major.

East Asian Studies:

Regional Specialization: For students who elect to learn the Japanese language, four non-language courses (at least three of which must focus predominantly on Japan). One of these must be a social science course; one must be a course in art history, literature, philosophy, or religion; and one must be a 200-level course in Japanese history with HI 235 strongly recommended.

For those students who elect to learn the Chinese language, four non-language courses (at least three of which must focus predominantly on China) one of which must be a social science course; one of which must be a course in art history, literature, philosophy, or religion; and one of which must be a 200-level course in Chinese history with HI 231 strongly recommended.

Among the courses that can fulfill this requirement are: CS 130, CS 216, CS 220, CS 225, CS 340, CS 250, EC 425, EC 426, HA 103, HA 217, HA 222, HA 224, HI 231, HI 232, HI 233, HI 235, HI 236, JA 216, JA 220, JA 237, JA 320, JA 325, JA 350, JA 360, PS 220, RE 120, RE 220, RE 221, RE 222, RE 225, RE 320, SA 335.

Disciplinary Specialization: Five courses or more in a single department. At least one of these courses must be a methods course, a theory course, or a 400-level seminar. At least two courses must be in East Asia.

Senior Program: In addition to requirements (1) and (2) of the general requirements for the senior program (above), a two-semester senior thesis (IS700) or a one-semester senior essay (EA500) in the discipline the student has elected for his or her focus. Use of the spring semester to write a thesis or project is not permitted. Students doing a two-semester thesis may elect to have the seminar requirement waived.

European Studies:

Regional Specialization: Four courses with exclusive or primarily European content, in three different departments. Among the courses that can fulfill this requirement are CL 121, CL 140, CL 141, CL 150, CL 151, CL 152, CL 160, CL 175, CL/HI 131, CL/HI 132, CL/HI 331, CL/HI 332, FR 210, FR 221, FR 230, FR 330, FR 333, FR 350, FR 385, FR/TH 241, GG 223, GN 310, GN 311, GN 312, GN 313, GN/TH 314, GN 321, GN 330, HA 200, HA 201, HA 202, HA 205, HA 212, HA 213, HA 216, HA 221, HA 223, HA 250, HA 302, HA 303, HA 304, HA 312, HI 103, HI 242, HI 243, HI 244, HI 245, HI 246, HI 341, HI 349, HI 350, HI 353, HI 354, IT 251, IT 252, IT 291, IT 292, IT 294, IT 296, IT 353, IT 354, IT 355, MU 220, MU 221, MU 234, MU/HI 256, PA 201, PA 205, PS 225, PS 226, PS 228, PS 317, PS 324, PS 333, SA 105, SA 337, SP 304, SP 306, SP 371, SP 374, TH 332. To fulfill this requirement, one course must be taken in history and one course must be taken in the social sciences division.

International Politics and Economics:

Requirements for "old" IS/IP&E major: IS/IP&E students in the class of '01 are free to complete their studies under the "old" guidelines. Students who do this must choose to concentrate in either political science (PS) or Economics (EC). Those concentrating in economics will take at least seven courses in the economics department and at least four in political science. Those concentrating in political science will take at least seven courses in political science and four in economics, as follows:

IS/IP&E/EC students: EC150, EC155, EC210, EC340, two of EC211, EC250 and EC255, one 400-level seminar in international or development economics, PS103, PS201 and two PS electives in comparative politics or international relations, one of which must be a 400-level seminar.

IS/IP&E/PS students: PS101 or PS107, PS103, PS201, three PS electives in comparative politics or international relations, one 400-level PS seminar in comparative politics or international relations, EC150, EC240, EC250 and one 400-level seminar in international or development economics.

In addition, all IS/IP&E majors take the rest of the general IS requirements listed above (core, language study, regional specialization, study abroad, senior program).

International Students: The requirement to spend a semester or year abroad may be waived for international students. Those international students who are in the process of learning English as a foreign language while at Middlebury also may be excused, by their advisers, from the requirement to develop competence in a second foreign language. Those students who are excused from taking a second foreign language must complete an additional set of four courses relating to a global issue. The set of courses must be chosen in consultation with the student's adviser and must be approved by the director of the IP&E program.

Senior Program: Economics senior seminars available for IP&E majors: EC 425, EC 430, EC 431, EC 444, EC 445, EC 450, EC 475, EC 480. Political science senior seminars available for IP&E majors: PS 403, PS 404, PS 405, PS 407, PS 408, PS 412, PS 415, PS.424. Check for course updates before registration. Students who elect to write a senior thesis are exempt from taking the 400-level seminar in their minor field of concentration (i.e., those concentrating in political science do not have to take the 400-level economics course and vice versa), although they are strongly encouraged to do so.

Honors: Eligibility for honors requires at least at B+ on the thesis and at least a 3.0 average in Middlebury political science and economics courses. High honors will be awarded to students with at least a 3.3 average in Middlebury political science and economics courses and a grade of A- or better on the thesis. Highest honors will be awarded to students with at least a 3.7 average in Middlebury political science and economics courses and a grade of A or A+ on the thesis.

Latin American Studies:
Regional Specialization: Three courses in three different departments. Among the courses that can fulfill this requirement are: EC 225, HI 285, HI 286, PS 223, PS 230, PS 303, PS 335, SA 321, SA 326, SP 305, SP 311, SP 313, SP 322, SP 325, SP 363. At least one of these courses must be in the history department, and students are encouraged to take both HI 285 and HI 286.

Russian and East European Studies:
Regional Specialization: Three courses in three different departments. Among the courses that can fulfill this requirement are: EC 230, EC 330, GG 222, HI 233, HI 247, HI 248, IS/ES 249, * PS 227, PS 228, RU 122, RU 151, RU 152, RU/RE 231, RU 234, RU 251, RU/WG 255, RU 351, RU 352, RU 354, SA 338.

**The courses listed above includes one new course:*

IS/ES 249 Russian Environmental History (Spring)

Today, as democratic Russia struggles to emerge from its past, environmental concerns are in the forefront of the debates over the future of Russia. It has long been said that the harsh climate and vast distances of the Eurasian plain gave rise in Russia to a political and intellectual "culture of extremes." This course will begin by examining that assertion through a survey of Russian cultural history from earliest times through the fall of the Soviet Union. The second half of the course will examine major environmental issues and flashpoints: the Chernobyl disaster, the drying up of the Aral Sea, the debates over preserving Lake Baikal, and the effort to save the Siberian tigers. The course will conclude with a consideration of the possible connection between environmental consciousness and emergent democratic values. **HIS SOC OTH** (Mr. West)

DISCIPLINARY SPECIALIZATIONS BY DEPARTMENT

Economics: EC 150, EC 155, EC 250, EC 255 one 200- or 300-level elective on the region of specialization; and one senior seminar in international or developmental economics.

Film/Video: TH 130, TH 231, TH 232 or TH 330, TH 135 or TH 240, and one course offered on a foreign language cinema as available.

Geography: GG 100 or GG 110, GG 206 or GG 210, GG 214 or GG 215, GG 310 or GG 320; one regional course chosen from GG 220, GG 222, or GG 223; and a 400-level seminar.

History: For students who declare an IS major with a disciplinary focus in History by May 1999, the following requirements remain in effect:

(1) A 100-level course taken at Middlebury.

(2) Two regional courses above the 100-level, other than the 400-level research seminar. Where feasible, these should be taken at Middlebury; where not, they can be taken abroad.

(3) A course outside the regional focus.

(4) A 400-level research seminar normally taken in the junior or senior year. This seminar, which will be in one of the regions covered in the major, must be taken at Middlebury. Students may substitute a two-term senior thesis for the research seminar.

For students who declare an IS major with a disciplinary focus in History after May 1999, there are some changes as follows:

1. A 100-level course taken at Middlebury. This course may not also be counted as the required IS core course.
2. Four other lecture or readings courses, including at least two regional courses above the 100-level and at least one course outside the regional focus. These courses should be taken at Middlebury, but with the permission of the history advisor, they can be taken abroad.
3. A 400-level research seminar, normally taken in the senior year. This seminar will be in one of the regions covered in the IS major, must be taken at Middlebury. Students may substitute a 2-term senior thesis for the research seminar.

History of Art and Architecture: For those students who elect to take an IS senior seminar:

All students must write a two-semester senior thesis under the auspices of history of art and architecture: One of the following: HA 101, HA 103, HA 104, HA 110 or HA 111; plus four additional courses at the 200 level or higher (two of which should be in the region and one outside the region of specialization); plus HA 700, HA 710, and HA 711.

Literature and Culture:

Chinese: CS130 or CS216; CS220 or CS340; one course in Chinese poetry, film, culture or other genre from among CS225, CS/TH250, or other courses, as offered; CS360; and either CS425 or CS475.

Japanese: JA216, JA220, JA/TH237, JA320, and JA350. Students may substitute one course taken while studying on an approved program in Japan.

French: Two courses from FR 210, FR 221, and FR 230; three at the 300 level (taken at Middlebury or in Paris); plus a senior-year course.

German: Any five courses at the 300 level, up to four of which may be taken at Mainz, plus GN 500.

Italian: IT 251; IT 252; one from IT 353, IT 354, IT 374 (Florence), IT 330 (Florence), IT 346 (Florence); one from IT 355, IT 376 (Florence), IT 332 (Florence), IT 344 (Florence); and one 400-level course.

Russian: RU 151, RU 152, three others (taken either at Middlebury or in Russia), and RU 704.

Spanish: The requirements for IS/EUS and IS/LAS majors with a disciplinary specialization in Spanish literature and culture, described below, will apply to all students who declare a major and disciplinary specialization on or after January 1, 2000.

- SP 300
- At least two literature courses in the area of interest beyond SP 300, which may be taken abroad.
- At least one culture course (not concentrating in literary analysis) in the appropriate area.
- One 400-level seminar during the senior year.
- Students who have declared an IS/EUS or IS / LAS major with a disciplinary specialization in Spanish literature and culture before January 1, 2000 have the option of remaining under the old requirements, described below:

(1) For Latin American literature/culture: SP 220, SP 305, SP 307, and one upper-level 300- and one 400-level course on Latin America. SP 220 and the 400-level course must be taken at Middlebury.

(2) For Spanish literature/culture: SP 220, SP 304, SP 306, and one upper-level 300- and one 400-level course on Spain. SP 220 and the 400-level course must be taken at Middlebury.

Philosophy: PA 150; PA 180; and one course from each of the following areas: (1) ethics or social and political philosophy; (2) epistemology, language, metaphysics, and science; (3) history of philosophy; plus a seminar (to be taken spring of junior year or fall of senior year).

Political Science: PS 103 and PS 201; one course from PS 101, PS 102, PS 104, PS 107; two other courses at the 200 or 300 level from either comparative politics or international relations and foreign policy categories (could include two in the region); plus 400-level seminar in one of these categories at Middlebury in junior or senior year.

Religion: At least two courses on religious traditions in the region of specialization (may be taken in programs abroad), RE 400, and senior project in religion focusing on the region of specialization.

Sociology/Anthropology: SA 103, SA 105, SA 301 or SA 302, SA 305, or SA 306, and one 300- or 400-level course in the region which will also satisfy the seminar requirement.

INTERNATIONAL STUDIES SEMINARS

IS 432 Film and Anthropological Representation (Fall)

Ethnographic film crosses the boundaries between academic anthropology, art history, and popular media. This course will address the construction of meaning in ethnographic films in relation to the parallel concerns of anthropology. We will focus on individual films, examining their meanings from the perspectives of filmmakers and viewers. We will consider various approaches to film art, the relation of other visual media to ethnographic representation, and the challenges these pose to traditional texts. The class will appeal to students of anthropology and film as well as others interested in international studies and the politics of cross-cultural representation. This course is equivalent to SA 432 and TH 432. *(Approval required)* All students seeking to register for this IS seminar must leave application for approval with Carolann Davis in the Geonomics Building by April 7th. (Mr. Napier, Mr. Ruoff)

IS 434 Revolution and the Arts (Spring)

This seminar will explore how works of art and literature function when connected with revolutionary upheaval. We will examine and compare how they function as aesthetic constructs and as powerful sociopolitical phenomena during times of cramatic political, social, religious or cultural change. A variety of representational images, fictional texts and innovative films from specific historical contexts will be studied in terms of aesthetic innovation and political imagery: the French Revolution and its Napoleanic aftermath; the Bolshevik revolution and Stalinism; the colonialism of the British Raj and the Indian Independence movement; the Chinese communist revolution; the Spanish Civil War; German National Socialism; and a recent controversy in contemporary America. This course is equivalent to HA 434 and CS 434. *(Approval required)* All students seeking to register for this IS seminar must file application for approval with Carolann Davis in the Geonomics Building. (Ms. Atherton, Mr. Berninghausen)

IS 436 Terrorism (Spring)

Terrorism, the act of violent resistance against real or perceived oppression, has taken on new dimensions in an age dominated by mass media and technology. Can we make reliable distinctions between terrorism, anarchism, guerrilla warfare and random mass murder? What are the political, social and cultural conditions that favor terrorism? What makes an individual a terrorist? How have governments coped with terrorist movements? What is "state terrorism?" Looking at terrorist movements across the globe, as well as the historical evolution of terrorism, this course will examine explanations for this disintegrative phenomenon given by social scientists, historians, writers and filmmakers. This course is equivalent to GN 436 and SA 436. *(Approval required)* All students seeking to register for this IS seminar must leave application for approval with Carolann Davis in the Geonomics building. (Mr. Geisler, Mr. Stoll)

IS 438 Struggles of the Sacred and the Profane (Spring)
This course will study and compare various types of civil, religious and nationalist movements in the late nineteenth and twentieth centuries. We will attempt to create a paradigm for analysis that will help us to understand the role of religious and civil discourse in grass roots and national movements in a number of countries around the world. Special emphasis will be given to Latin America and the Islamic world. We will examine the similarities and differences among the discourses that various movements employ to empower themselves and forge 'community'. We will also examine the relationship that these movements have to the state and to the discourse of modernization. This course is equivalent to HI 438 and RE 438. *(Approval required)* All students seeking to register for this IS seminar must leave application for approval with Carolann Davis in the Geonomics building. (Mr. Davis, Mr. Saleh)

[IS 445 Ethnicity, Nationalism, and the State: Voices and Responses]

[IS 448 The Politics of Collective Memory after the Second World War in Asia and Europe: 1945-1995]

[IS 449 Imperialism and Culture]

[IS 451 Development and Democracy]

IS 454 Leadership: Politics and Psychology (Fall)
Are leaders born or made? Does the answer to this question change when the social, cultural, and political context varies? This seminar will approach the subject of leadership from a multidisciplinary (politics and psychology) perspective, focusing on (1) the individual personalities and values of leaders; (2) the relationship of leaders to the institutions they serve; (3) the role of the state and cultural context in which the leadership is exercised; and (4) the process of leading. Case studies will include the United States (Clinton), Germany (Hitler), the Czech Republic (Havel), Russia (Stalin), South Africa (Mandela), and the United Kingdom (Thatcher). IS 454 is equivalent to PS 454 and PY 454. All registration for this course will be under IS 454. *(PS 103, PY 105, approval required)* All students seeking to register for this IS seminar must leave application for approval with Carolann Davisin Geonomics Building by April 7th. (Mr. Kraus and Mr. Reiss)

[IS 458 The Aesthetic Principles of Musical Theatre in Asia and Western Europe]

[IS 471 Post-Communist Society? China and Russia]

IS 700 Senior Thesis (Fall, Winter, Spring)
(staff)

JOINT MAJORS

International studies students can take a joint major with one of two other interdisciplinary programs: environmental studies and women's and gender studies. The requirements for these majors are as follows:

Joint major with Environmental Studies: Joint IS/ES majors must specialize in one of the regional tracks within international studies. The requirements for the joint major are: Two introductory core IS courses; language study that will meet language department guidelines for study abroad; regional courses that fulfill the regional requirement of the student's area of specialization; study abroad of at least one semester; an advanced language course upon return from abroad; and an IS senior seminar. In addition, instead of a disciplinary specialization, IS/ES joint majors will take all five ES core courses (ES112, EL/AL 215, BI190, GG320, ES/PS211), one cognate course (see catalog section on Environmental Studies for a list of these courses), and ES401. Two new highly recommended courses for IS/ES majors that fulfill the ES cognate requirement are IS/ES 249 (Spring), see Russian and East European Studies under Area Specializations for description; and ES/IS275 (Spring), see ES for description.

Joint major with Women's and Gender Studies: Joint IS/WG majors must specialize in one of the regional tracks within international studies. The requirements for the joint major are: Two introductory core IS courses; language study that will meet language department guidelines for study abroad; regional courses that fulfill the regional requirement of the student's area of specialization; study abroad of at least one semester; an advanced language course upon return from abroad; and an IS senior seminar. In addition, instead of a disciplinary specialization, IS/WG joint majors will take two introductory WG courses (from among WG/SA191, WG/EL114, FR120, WG/GN 121); WG200; three WG courses above the 100 level, one of which must have a cross-cultural focus (preferably in the region of focus); and WG 400. Students pursuing this joint major are strongly encouraged to develop some depth of study in a single discipline.

WOMEN'S AND GENDER STUDIES

Participating Faculty: Katherine Abbott (history of art and architecture), Alicia Andreu (Spanish), Alison Byerly (English), Susan Campbell (psychology), Sandra Carletti (Italian), Carole Cavanaugh (Japanese), Deborah Evans (American civilization and film/video), Cheryl Faraone (theatre, dance, and film/video), Dwight Fee (sociology/anthropology), William Gardner (Japanese), Bethany Ladimer (French), Tamar Mayer (geography), Anne Morey, American literature and civilization), Kevin Moss (Russian), Margaret K. Nelson (sociology/anthropology), Jennifer Post (music), Walid Saleh (religion), Paula Schwartz (French), Katherine Sonderegger (religion), Maria Trumpler (dean of Ross Commons), Jacob Tropp (history), William Waldron (religion)

WOMEN'S AND GENDER STUDIES

Women's and gender studies is an interdisciplinary major program that employs gender as a basic category of analysis. Students will examine the fundamental questions raised by the scholarship on women and gender through an interdisciplinary selection of courses offered throughout the curriculum. A major in women's and gender studies addresses the intersections of gender and class, ethnicity, sexual orientation, and other constructions of difference. Women's and gender studies courses use gender to inform academic inquiry in a variety of ways. They may explore the contributions of women to society and culture in specific fields, such as literature, history, or the arts; they may focus on the position and contributions of women of color; they may use the growing field of queer theory to explore gay, lesbian, and bisexual issues. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

Requirements for a Women's and Gender Studies Major: The major consists of three parts as outlined below: 1) a solid grounding in the theories and methods of women's and gender studies, 2) specialized expertise within a traditional discipline (the field requirement), 3) a non-Western requirement, and 4) senior work. The minimum requirement for the major is 10 courses; most students will require some additional courses.

1. Women's and Gender Studies courses (10 courses, some of which may also serve the second and third requirement below):

- Two introductory-level courses in women's and gender studies: Students must take these courses in two different academic categories as described in the college distribution requirement. They may be chosen from among the list of courses indicated below, under introductory courses offered in departments. (Appropriate first-year student seminars may be substituted for an introductory course with the permission of the program director.)
- WG 200
- WG 400
- At least five other women's and gender studies courses in the 200-to 500- level range (in at least two different academic categories). These five courses may also serve the second and third requirement outlined below.

2. A Field: Students will design a cluster of four related courses in a special field of interest. At least one of these courses must be a designated women's and gender studies course. The field may be chosen from the offerings of a single department or discipline but, upon approval of the program director, may be composed of four clearly related courses from several departments. It is recommended that students take a methods course in the field discipline

3. Non-Western requirement: At least one non-Western course. This must be satisfied by a course in the field discipline or by a designated women's and gender studies course.

4. Senior work: Students are required to complete a one-semester senior essay (WG 700) or a two-semester senior thesis (WG 710) applying the methods learned in the field course work and in WG 400. A thesis adviser may be selected from among any of the program faculty. Students engaged in senior work will meet with their advisers regularly during the semester.

Honors: To qualify for honors a major must have at least a B+ average in all courses taken in the women's studies program and the field requirements. The degree of honors will be based on senior work. (Normally, a student must write a thesis to qualify for honors.) Honors: thesis grade of B+; high honors: thesis grade of A-; highest honors: thesis grade of A.

Minor in Women's and Gender Studies: The women's and gender studies minor will consist of five courses, including: at least one introductory course in WG from among EL/WG 114, SA/WG 191, GN/WG 121, or an appropriate first-year student seminar, with the approval of the program director; WG 200, WG 400; and two electives.

Joint Major in International Studies and Women's and Gender Studies: An approved joint major in women's and gender studies and International Studies exists. Joint IS/WG majors must specialize in one of the regional tracks within international studies. The requirements for the joint major are: two introductory core IS courses; language study that will meet language department guidelines for study abroad; regional courses that fulfill the regional requirement of the student's area of specialization; study abroad of at least one semester; an advanced language course upon return from abroad; and an IS senior seminar. In addition, instead of a disciplinary specialization, IS/WG joint majors will take two introductory WG courses (from among WG/SA191, WG/EL114, WG 150); WG200; three WG courses above the 100 level, one of which must have a cross-cultural focus (preferably in the region of focus); and WG 400. All joint majors will be required to do senior work linking the two disciplines.

Other joint majors are possible. In general they will include at least seven WG courses. Please speak with women's and gender studies faculty about designing such a major.

WOMEN'S AND GENDER STUDIES PROGRAM COURSES

WG 150 Women and Science (Fall)
This course will begin by exploring the various ways that women have contributed to science since ancient times, reading biographies and autobiographies of women scientists and considering why their contributions are not more widely recognized. We will then contemplate how the institutions and epistemological frameworks of science may be considered to be gendered. Finally, we will examine the history of medical and scientific analysis of sex and sex differences. This course will provide an introduction to both the cultural study of science and to techniques of gender analysis. **HIS** (Ms. Trumpler)

WG 200 Foundations in Women's and Gender Studies (Spring)
This is a turbulent and portentous time for the study of gender, and this course examines key debates, figures, and texts in this rapidly diversifying arena. We will reflexively

explore the main topics and controversies which, historically, have come to define Women's Studies, and those that have contributed to the recent shift to the more broad designation, "Gender Studies," especially as understood in the social sciences and humanities. Important factors contributing to this shift will be discussed - for example, the influx of gay and lesbian studies, the impact of multicultural feminist thought, and the rise of the puzzling new area of "men's studies." While the intellectual climate of gender studies will be a main concern, so too will be the social and historical circumstances that have precipitated many of the current theoretical debates. Readings may include: Gloria Anzaldua, Patricia Hill Collins, Robert Connell, Kathy Ferguson, Jane Flax, Luce Irigaray, Mary McIntosh, Lynne Segal, Jeffrey Weeks. **SOC** (Mr. Fee)

WG 400 Women and Gender: Interdisciplinary Perspectives (Spring)
Open to students who have completed two introductory courses in women's and gender studies, this seminar is designed to prepare majors in the women's and gender studies program for senior work. It also serves as an advanced reading seminar for other students with course work in women's and gender studies. The class will explore how the category of gender shapes academic scholarship across the disciplines and informs public debate over women's issues. What themes, research goals, and problems unify the work of women's and gender studies across the disciplines? How is the category of gender related to other categories of identity and/or social location? Topics may include legal and political reform, language, reason and emotion, sexuality, and visual representations of the body. (Ms. Schwartz)

WG 500 Independent Study (Fall, Spring)
(staff)

WG 700 Senior Essay (Fall, Spring)
(staff)

WG 710 Senior Thesis (Fall, Spring)
(staff)

COURSES OFFERED IN DEPARTMENTS

Introductory Courses

WG/EL 114 Reading Women's Writing (Fall)
See Department of English for description. **LIT** (Ms. Losano)

[FR 120 Women Writers in France]

WG/SA 191 Introduction to Women's and Gender Studies in the Social Sciences (Fall)
See Department of Sociology/Anthropology for description. **SOC** (Ms. Nelson)

Appropriate First-Year Seminars

ADVANCED COURSES

[WG/EL 205 A Room of Their Own: Mothers and Daughters]
LIT

[WG/TH 206 Contemporary Women Playwrights: Searching for History and Illuminating the Present]
ART

[WG/HA 209 Women in the Visual Arts]
ART HIS

WG/SA 212 The Family in Contemporary Society (Spring)
See Department of Sociology/Anthropology for description. **SOC USA** (Ms. Nelson)

TH/AC 230 Topics in American Civilization: The Woman's Film in American Cinema (Spring)
See Department of Theatre, Dance, and Film/Video for description. **ART HIS USA** (Ms. Morey)

[PA 221 Gender and the History of Philosophy]
PHL HIS EUR

[WG/EC 226 Gender in Economic Studies: Liberating Economics from "Homo Economicus"]

[WG/PA 234 Philosophy and Feminism]
PHL

[WG/RU 255 Gender and Sexuality in Russian Culture]
LIT EUR

[WG/RE 259 Women in Islam]
PHL OTH

WG/AL 260 American Women Writers (Spring)
See Department of American Literature and Civilization for description. **LIT USA** (Ms. Evans)

[WG/MU 280 Music, Gender, and Performance]
ART SOC OTH

WG/RE 288 Hebrew Bible and Ancient Near Eastern Religion (Spring)
See Department of Religion for description **PHL** (Mr. Edleson, Dean, Cook Commons)

[WG/RE 290 Women's Religious Life and Thought]
PHL

[IT 292 Contemporary Italian Women Writers (in translation)]

WG/SA 303 Gender, Self, and Emotion (Fall)
See Department of Sociology/Anthropology for description **SOC OTH** (Ms. DiGiacomo)

[WG/SA 304 Women, Culture, and Society]
SOC OTH

WG/PY 307 Human Sexuality (Spring)
See Department of Psychology for description.
(Ms. Campbell)

[WG/SA 311 Sociology and Sexual Politics]

[WG/SA 313 The Social Construction of Masculinity]

[WG/CS 330 Women in Chinese Literature]
LIT OTH

WG/JA 350 Gender in Japan (in English) (Fall)
See Department of Japanese for description **LIT OTH** (Mr. Gardner)

[WG/EL 351 Junior Seminar: The Brontës—A Critical History]

WG/SA 354 Sociology of Personal Relationships (Fall)
See Department of Sociology/Anthropology for description (Mr. Fee)

[FR 362 Women and the Novel of the Ancien Régime]

HI/AC 373 History of American Women (Fall)
See Department of History for description **HIS USA** (staff)

[WG/SA 390 Sociology of Women]
SOC

WG/RE 391 Seminar on Women and Religion: South Asian Goddesses (Spring)
See Department of Sociology/Anthropology for description **PHL OTH** (Mr. Waldron)

WG/HI 402 Readings in European History: European Women (Spring)
See Department of History for description (Ms. Heuer)

[GG 410 Seminar in Geography of Development: Women and Development]

[GG 412 Seminar in Urban Geography: Women in the City]

[WG/EL 413 The Heroine as Hero]

WG/PY 420 Psychology of Women and Gender (Fall)
See Department of Psychology for description. (Ms. Campbell)

[WG/HI 421 Readings in African History: Women and Gender in African History]

WG/SP 440 Spanish Fascism in Women's Literature (Fall)
See Department of Spanish for description.
(Ms. Andreu-Sprigg)

[SP 488 Women and Love in Medieval and Golden Age Literature]

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FIRST-YEAR SEMINARS

FALL 2000 COURSE DESCRIPTIONS

FS 001 The Western Hero—Visions and Revisions
This course examines changing images of the western hero in literature, film, and other visual arts. From Davy Crockett and Natty Bumppo, to Will Kane and Little Jo Monaghan, these traditionally rugged, individualistic figures have held a central place in the development of our national identity. This course aims to explore the literary foundations of this mythic figure and consider how changing social and cultural conditions, such as evolving awareness of race and gender issues, manifest themselves in revisions of the classic western hero. Texts may include: *Narrative of the Life of David Crockett*, Cooper's *The Prairie*, Wister's *The Virginian*; and Willa Cather's *O Pioneers!*; paintings by Bingham, Bierstadt, and Remington; and films such as *Stagecoach*, *High Noon*, *Johnny Guitar*, *Unforgiven*, *The Ballad of Little Jo*, *Posse*, *The Quick and the Dead*, and the Burns/Ives documentary, *The West*. **LIT USA** (Ms. Evans)

FS 002 Roads Less Traveled: Literature and Culture of Northern New England (Fall)
Is there really a culture unique to northern New England (Maine, New Hampshire, Vermont)? How has the literature from the region expressed that culture? How true are the myths of a pristine world of small towns, beautiful landscapes, and austere and ironic Yankees? This course considers these questions and others through various modes of inquiry (literary analysis, classroom visits, field trips, hands-on experience). We will read literary antecedents (Emerson, Thoreau, Frost) as well as more contemporary treatments (John Irving, Frank Hebert, Carolyn Chute, Howard Frank Mosher). **LIT USA** (Mr. Lindholm)

FS 003 Literature and Moral Choice
This course has three major objectives: first, to read and hold lively discussions of complex moral and ethical decisions made by characters in novels by Morrison, Irving, Howells, and Austen, among others. To accomplish this, we will also acquaint ourselves with the major theories of moral development and moral reasoning. The second objective is to help you improve your writing, and the third is to help you learn to participate fully in the seminar—that is, to learn from one another. If you apply yourself, you can look forward to writing more easily, to reading more intelligently, and to knowing something about the ways in which human beings, as portrayed by writers who

are great students of the human spirit, try to do the right thing in a complex modern world. **LIT** (Ms. Millier)

FS 004 Representations of the First World War
This course explores representations of the First World War by examining a variety of literary and non-literary forms, ranging from poetry to posters, films, novels, and autobiographies. While we will be concerned with an Anglophone tradition, we will also take up other European treatments of the war, such as *All Quiet on the Western Front.* We will conclude by investigating how the war experience still speaks to us through a look at the ways in which novelists such as Pat Barker continue to meditate on the nature and significance of 1914-1918. **HIS LIT EUR** (Ms. Morey)

FS 005 Drawing and Writing
This course will explore aspects of self-expression through drawing and writing. Our investigations will be based on students' drawings and works from historical and contemporary art. In drawing, we will utilize both observation and invention to study line, perspective, value, composition and color theory. Media used will be pencil, charcoal, conté crayon and chalk pastel. Response to readings, thematic concepts explored in drawing assignments, students' art work and other examples from historical and contemporary art will form the basis for written work. **ART** (Mr. Nelson)

FS 006 Neural Disorders: Individuals, Families, and Society
Neuroscience is one of the newest and most rapidly progressing areas of science, and results of scientific studies effect how we view the brain and ourselves. This course examines the fundamentals of the human nervous system, and problems that arise when the nervous system goes awry. Readings and discussions include popular writings as well as primary literature to focus on disorders such as Alzheimer's disease, depression, and the effect of stress on the brain. In addition, we will examine the incidence of neural disorders within the community and document the impact of these diseases upon the individual, their families, and society. **SOC** (Mr. Parfitt)

FS 007 How Scientists Work
Laymen learn the simple steps of the 'scientific method' and perceive scientists as creatures of logic, engaged in the straightforward interpretation of solid facts within a culture of trust and fair play. But are facts always solid, are interpretations always straightforward, and do colleagues always trust and treat one another fairly? Through readings of fiction and non-fiction, discussions, and writing, this course compares our perception of how science works, or should work, with the reality of how it functions in the contexts of the philosophy, methodology, sociology, and politics of biological science. **SOC** (Mr. Dick)

FS 008 E-Commerce
The World Wide Web is beginning to revolutionize how business is conducted on a global level. After investigating the basics of how the Internet works and how Web pages are designed, this course will focus on how cryptology can be used to provide privacy, digital signatures, secure payment systems, and digital currencies. **DED** (Mr. Martin)

FS 009 Greek Tragedy
A survey of selected tragedies by Aeschylus, Sophocles, and Euripides, exploring the relation between tragedy and political freedom in fifth century B.C. Athens. The tragic poets' use of mythical protagonists and events to raise timeless questions about the individual, the family, the city, and the gods—and to link these questions to contemporary Athenian imperialism—is elaborated through additional readings from Homer and Thucydides. The course asks why, as democratic Athens found itself forming a tyrannical empire, the tragic poets addressed the problem of self-government through the dramatic representation of a vanished heroic kingship. The course culminates in a reading of Aristotle's *Poetics.* **LIT PHL EUR** (Mr. Witkin)

FS 010 Mountains East and West
This seminar is about humankind's response to mountains at various times and in various places. We will explore the meaning of mountains in the East (China, Tibet, Nepal, and Japan) and West (Europe). Ours will be an interdisciplinary approach: we will research, read, and write about mountains as geological features, as alpine ecosystems, as shapers of cultures and economies, as deities, and in particular as "mountains of the mind" in religious and literary texts and visual art. We will also consider the cultures and history of the mountains to our immediate east (the Green Mountains) and west (the Adirondacks). **LIT OTH** (Mr. Moran)

FS 011 The Rise and Fall of the Socialist Economic System
At the peak of its influence and power, a third of humanity lived in a socialist economic system. This course will trace that system's rise and fall, from its nineteenth century intellectual origins to its decline and break-up a decade ago. We will explore the transformation of the Soviet Union into a global superpower, and we will discuss the intellectual and political impact of its approach to economic development on other countries and regions of world. We will then try to understand the weaknesses of the socialist system and assess the reasons for its ultimate demise. Readings will range from philosophical writings, to economic histories, to first-person testimonials of life in a socialist economy. **SOC EUR** (Mr. Pyle)

FS 012 Markets & Politics
What role should the state play in the market economy? Serious efforts to answer this important and timeless question immediately encounter some of the most fiercely debated controversies in economics: is the market system "progressive"? Can it be self-regulating? Does a market system generate internal forces that lead to its inevitable demise? Can the state correct problems that markets create? Or is the state itself the problem? To explore these issues we will examine original texts by some of the most important thinkers ever to have addressed them. Readings will be drawn from the major works of John Locke,

Adam Smith, Karl Marx, Carl Menger, Thorstein Veblen, Joseph Schumpeter, John Maynard Keynes, and Friedrich von Hayek. **SOC** (Mr. Prasch)

FS 013 Novels Into Film

When works of literary fiction are adapted into motion pictures, what artistic principles should govern the changes that filmmakers propose? When fundamental story elements are altered, in what sense is the resulting film "the same as" its literary precursor? Does film adaptation need to be reductive, or can it actually enhance a literary vehicle? We will consider such questions by studying the literary texts, original screenplays and completed motion pictures for such works *as The Talented Mr. Ripley, The End of the Affair,* William Shakespeare's *Romeo and Juliet, The Scarlet Letter, The Unbearable Lightness of Being* and *Blade Runner.* **ART LIT USA** (Mr. Mitchell)

FS 014 The Language of Poetry

This course will focus on the special language used by poets to communicate their thoughts and feelings. Attention will be paid to the way poets summon a vision of the natural world in their work. Readings will include a wide range of lyric poets from the sixteenth to the twentieth centuries, with an emphasis on recent poets of Britain and the United States, including Seamus Heaney, Ted Hughes, Anne Stevenson, and Adrienne Rich. In addition, we will devote some time to regional poets, such as Robert Frost. Students will be expected to write their own poems as well as regular critical essays on poetry. **ART LIT** (Mr. Parini)

FS 015 Coming of Age: Stories of Initiation

The focus of this seminar will be on narratives—fictional and non-fictional—of personal (psychological, spiritual, and physical) development. Readings will include Brontë's *Jane Eyre*, Hardy's *Tess of the d'Urbervilles*, Joyce's *A Portrait of the Artist as a Young Man*, and Frank McCourt's *Angela's Ashes*. We will also discuss the formal 'coming of age' of the novel as a genre, addressing its increasing experimentation with elements of literary style and voice. **LIT** (Ms. Napier)

FS 016 Literature and the Visual Arts

For centuries, literature and visual art have been referred to as the "sister arts." Why? In this course we will determine how modes of interpreting visual images might be applicable to interpreting literature, and vice versa. Texts and images by various writers and artists (painters, sculptors, illustrators) will help us to explore the connections and contrasts between these forms of representation, and to examine both what literature has to say about the visual arts, and how the visual arts represent literary themes and images. Readings will also be taken from various theorists of the relations between the arts. **ART LIT EUR** (Ms. Losano)

FS 017 Paris, City of Exile

Internationally perceived as a place of freedom and enlightenment, Paris has been the destination of countless foreign exiles and expatriates. At the same time, however, a different notion of Parisian exile can be sensed in the ways some writers have expressed profound alienation in the face of the modern metropolis and the form of civilization it incarnates. We will examine works by a variety of writers, both French (including Balzac and Zola) and non-French (including Hemingway), whose representations of Paris reflect the theme of exile as it relates to their experience of the modern cityscape. No knowledge of French required. **LIT EUR** (Mr. Nunley)

FS 018 More or Less American

In a variety of novels, essays, films, and socio-historical studies we will explore the definition and transformation of ethnic identity in the American context—African American, Native American, European American, Mexican American, Asian American. We will pay particular attention to questions such as text vs. context, story telling, generational conflict, issues of language, and the articulation between "ethnic" and American. Possible materials: *The Fortunate Pilgrim* and "The Godfather," "Joy Luck Club" and *Woman Warrior, The Bluest Eye* and "Do the Right Thing," *Hunger of Memory*, etc. **LIT USA** (Mr. Knox)

FS 019 The Isolation of Antarctica

The most remote and isolated continent is located at the South Pole. Antarctica now experiences a polar climate, but it didn't always. Students will look at how the last known continent became so isolated geographically, as well as how that isolation affected its discovery, habitation, climate, and governance. Antartica is now a continent under much scrutiny and we will discuss issues such as global warming, the dry valleys, the growing hole in the ozone layer, and commercial tourism. Also – why do penguins waddle? (Ms. Manley)

FS 020 Reading Fairy Tales Today

This class will take a closer look at the genre of the fairy tales and will examine the special fascination that fairy tales have exerted over a variety of cultures. A broad variety of approaches to reading texts (ranging from socio-historical approaches to feminism, psychoanalysis, Marxism and structuralism) will help us identify the "magic" elements in fairy tales. We will map the "landscape of fairy tales" beyond the rather restricted, traditional understanding evoked by the Brother Grimms' collection. **LIT** (Ms. Matthias)

FS 021 Building Florence

Through the canny manipulation of monetary, trade, and political forces, Florence became for a period the wealthiest and most culturally prominent city in Western Europe. This course will examine the way in which Florentine history and ambitions are chronicled in the physical city. Florence contains some of the most influential monuments of western culture (the Baptistry, the Cathedral, the Pazzi Chapel, the Medici and Rucellai Palaces, the Uffizi) by some of its greatest architects (Brunelleschi, Alberti, Michelangelo). We will use the history (from antiquity through the 16th century) of the city, its artists, and its patrons to bring these monuments to life. **ART HIS EUR** (Mr. Andres)

FS 022 Land and Power in Modern Africa

This course will look at how people across the African continent have engaged in struggles over land and power throughout the 20th century. Through a mix of fiction, historical narratives, life histories, and political writings, we will explore the meaning of cultural, economic, and political conflicts over African landscapes and the livelihoods they have provided. Themes to be covered include: the impact of European colonial land policies on African communities and independence movements, struggles between men and women over rural work, relations between African states and rural communities in the post-colonial period, and the nature of urbanization. **HIS SOC OTH** (Mr. Tropp)

FS 023 Love and Death in Western Europe, 1300-1900

History is not just names and dates; it also encompasses how ordinary people lived and felt. Emotions have a history because they have changed over time. This course deals with aspects of the history of desire and fear in Western Europe from the Middle Ages to the industrial era. Topics will include sex, marriage, child-rearing, disease, suicide and the belief in immortality. In addition to works of historical analysis, we will read literary and theoretical sources, including Dante, Goethe, Zola and Freud. Our aim is to understand how common emotions have been altered by social and cultural circumstances. **HIS SOC EUR** (Mr. Monod)

FS 024 The First World War in the History of European Society

Focusing on three of the societies in the conflict, Britain, France, and Germany, this course will study the experiences and mentality of the soldiers in trench warfare and the people on the home front and seek to understand the profound sociopolitical and cultural impact of the 1914-1918 war. We will read recent books by social historians, memoirs, letters and reports written by participants, and fictional recreations of the war written afterwards to examine the Europeans' collective memory of the Great War. **HIS SOC EUR** (Ms. Lamberti)

FS 025 Communism and Fascism

This seminar will study the two "totalitarian" regimes of the twentieth century, Nazism in Germany and Stalinism in Russia. Emphasis will be placed on the cultural and philosophical origins of Fascism and Bolshevism. Readings will include selections from the writings of Marx, Mill, Dostoevsky, Nietzsche, Lenin and Hitler, as well as literary and cinematic works. **HIS PHL EUR** (Mr. West)

FS 026 Science as Art in the Work of Tom Stoppard

In *Rosencrantz and Guildenstern Are Dead*, the curtain rises to reveal the two Elizabethans puzzling over the occurrence of ninety consecutive heads in as many flips of a coin. This flagrant violation of the law of large numbers is just one example of playwright Tom Stoppard's affinity for the mathematical sciences. Other examples include references to Zeno's paradoxes (*Jumpers*), quantum mechanics and Eulerian circuits (*Hapgood*), Fermat's Last Theorem, fractal geometry and the Second Law of Thermodynamics (*Arcadia*). With some luck, we may achieve the higher goal of gaining a few new insights into the nature of the artistic process—and we shall certainly see what Stoppard has to say about the matter (*After Magritte*, *The Real Thing*). Although class time may be used to stage a few scenes, acting talent is not a prerequisite for this course, as the professor will demonstrate. **DED** (Mr. Abbott)

FS 027 When People Work Together, Communities Change

Do Americans have responsibilities beyond paying taxes and voting? From the Civil Rights Movement to the Vermont Civil Unions Legislation process, the answer has been *yes*. How can a community develop its strengths and work for (or against) change? By working on site in community-based social change agencies, studying the writings of prominent activists, and connecting classroom learning to community experience, we shall learn how to effect change from the bottom up. Are you ready? Site visits in addition to class meetings. **SOC USA** (Ms. Clookey)

FS 028 Artificial Intelligence and Society

The term "artificial intelligence" (AI) has been used to describe world-class chess-playing computers, advanced medical diagnosis systems, automated musical accompaniment devices, robots that guide visitors through the galleries of a museum, and futuristic beings in science-fiction movies. What exactly do we mean when we say that these entities are "intelligent"? How does this affect our understanding of what it means to be human? This course will examine the very idea of artificial intelligence and how it relates to concepts such as computation, deductive reasoning, consciousness, ethics, emotion, and creativity. We will explore what computers can and can't do, what they may never be able to do, and what they ought not to do. **DED** (Mr. Huang)

FS 029 The Fate of Morality

After the analysis of the concept of morality in the work of Immanuel Kant at the end of the 18th century, significant criticisms of "morality" were developed by a number of major 19th and 20th century thinkers. The very possibility of a universal morality such as Kant had envisioned was questioned. In this course, we shall investigate some of these criticisms in works by Emerson, Kierkegaard, Marx, Nietzsche and Freud. **PHL** (Mr. Bates)

FS 030 Chaos, Complexity, and Self-Organization

How does the complex emerge from the simple? Can complex phenomena such as life and consciousness be reduced to "fundamental particles" interacting through "fundamental forces"? Are there complex phenomena that *cannot* be reduced to a more fundamental level? Questions such as these lie at the heart of the new field of complexity science. With a minimum of mathematics this course surveys recent discoveries that point to a new conceptual framework for understanding emergent complexity in the natural and social sciences. The texts will be James Gleick, *Chaos*, M. Mitchell Waldrop, *Complexity*, and Fritjof Capra, *The Web of Life*. **SCI** (Mr. Dunham)

FS 031 Environmental Controversies in the U.S.
This course introduces students to environmental politics in America through a series of case studies on issues ranging from toxic waste problems at Love Canal, to logging in the Pacific Northwest, to climate change. We will consider both the environmental problems themselves and how our political system has dealt with them. Students will be assessed on individual and group presentations, as well as brief, weekly writing assignments. **SOC USA** (Ms. Layzer)

FS 032 The Politics of Globalization
Globalization is the buzzword of the day. Some see globalization as a unifying force driven by technology that shrinks the world and allows for the rapid diffusion of a "world culture." Others see only economic interdependence on the rise. How exactly does globalization affect government policies and ultimately the lives of ordinary people? Does globalization ultimately mean the end of nation-states? This seminar will examine the concept of globalization across a range of contemporary policy issues. Topics to be covered include trade, finance, environment, immigration, regionalism, and the rise of international organizations such as the World Trade Organization, the World Bank, and the International Monetary Fund. **SOC** (Ms. Pekkanen).

FS 033 Global Popular Music (Fall)
In this seminar we will examine some of the issues surrounding popular musics of the world, especially those that have intersected with European and American popular music to generate a genre sometimes referred to as world music or world beat. We will survey some of the major styles and genres of popular music in selected countries, explore the complex relationships between musicians and the music industry, and examine some of the innovative ideas of musicians who use technological advances to synthesize the musics of remote cultures with mainstream popular music. We will address issues of authenticity, ownership, and exploitation of indigenous peoples, and discuss how mainstream marketing of global popular music affects local identity, cultural output, and economic concerns of peoples in Europe, Asia, Oceania, Africa, and the African diaspora. **SOC ART OTH** (Ms. Post)

FS 034 Culture and Cognition
The values and commitments of our cultural environment can shape ways of knowing, habits of thought, senses of self, emotion and identity. Through readings in cultural psychology and related literature, class discussions, films, and experiential activities, we will explore how culture and cognition are mutually constituted. We will also pay attention to how schooling shapes this process within various cultures, particularly with "western" and "eastern" examples. The course may be of special interest to those who have lived in other cultures or are planning to do so and to anyone interested in issues of identity and education in our multicultural society. **SOC OTH** (Ms. Hofer)

FS 035 Between Hope and Despair: In Pursuit of the Millennium
The course offers a study of apocalyptic writings and movements from different religious traditions. The topics to be discussed include: apocalypse as a genre, apocalyptic communities, messianic and anti-christ figures, environmental movements, the nuclear age, internet cults, and the relationship between apocalypse and utopian visions. In addition the course investigates the reasons behind the endurance of the apocalyptic paradigm and traces its influences on arts, ideology, and historiography. We will also watch a series of movies inspired by the apocalyptic worldview (e.g., *The Matrix, The Seventh Seal, 12 Monkeys*, etc.) **PHL** (Mr. Saleh)

FS 036 The Art of Translation
An old saying declares: "*traduttóre traditóre*" - a translator is a traitor. Short of mastering all world languages, we rely on literary translation as the only way to gain access to the achievements of other cultures and civilizations. This course will explore the subject of literary translation. We will begin with readings in translation theory; next we will survey the history of the art; then we will turn to the practical issues of translating literature. We will analyze several versions of Homer and the Bible and compare alternative renditions of poetry, prose, and drama. In addition, each student will try his or her own hand at translating short works (or excerpts) from whatever language(s) he or she has studied (for two or more years). Perhaps we will find that Borges had it right when he observed: *"El original es infiel a la traducción"* (The original is unfaithful to the translation). **LIT LNG** (Mr. Katz)

FS 037 Education and Social Inequality
This course will consider the educational system's role in producing, reproducing, and transforming social inequality based on class, race and ethnicity, and gender. It seeks to answer the following kinds of questions: How is educational success (or failure) shaped by individual characteristics? Can schools provide upward mobility for students from "disadvantaged" backgrounds? Are schools "gendered" institutions? Is bilingual education appropriate? Would vouchers for education improve quality for all students? What kind of change is desirable — and possible? The course will draw on a broad variety of readings, including fiction, biography, history, journalism, and sociological studies. **SOC USA** (Ms. Nelson)

FS 038 Women, Family and Religion
The course explores how struggles over the status of women and family life play a role in the development of religious communities and institutions. Today, we often hear about "family values" and "equality for women." Often these ideas are put forward or resisted by religious interests and institutions. We will consider the politics surrounding women and family within the context of a variety of American religious groups. We will consider ongoing controversies over women's ordination and struggles for equality and acceptance more generally. We will also consider how, and for what purpose, various religious communities have sought to control family life and how those born into the faith often exert pressure to accommodate the group to mainstream cultures. Throughout the course we will read ethnographic and historical

studies of groups such as the Mormons, Evangelical Christians, Orthodox Jews, Catholics, the Shakers, and a number of new religious movements. **SOC USA** (Mr. Rochford)

FS 039 Food and Culture Around the Mediterranean

The cuisines of the Mediterranean have reached every corner of the globe. We will undertake a cook's tour of the Mediterranean, from Valencia to Venice, Istanbul to Tangiers. By examining such topics as agriculture and geography, the evolution of cooking techniques, cultures and cuisines in contact, religion and culinary practices, the spice trade, and the production of rice, wine, olive oil, and coffee, we will learn how the food that people eat today around the Mediterranean reflects a complex and fascinating evolution. The course will include four class dinners, which students will research and prepare together. **OTH** (Ms. Rogers)

FS 040 Comedy and Horror: Spectator Response and the Communication of Meaning in Film & Literature

Many genres are identified by the reaction they excite. This seminar will investigate response in comedy and horror. Questions will include: What provokes laughter? Why do people take pleasure from being frightened? What are the typical plot patterns and fictional conflicts in the comic and horror genres? In addressing these questions the class will refer to explanations offered by psychology, review the commentaries of critics, consider the intentions of the artists and the design of the works themselves. This is a writing intensive course in which your development as a writer will be central. **ART** (Mr. Grindon)

FS 041 Voices Along the Way

In this seminar designed for international students for whom English is a second language, we will focus on how individuals maneuver through the labyrinths of romantic and familial relationships found in American short stories and poems. We will explore what a range of narrative voices tells us about the American experience as well as the intricacies and ironies of self-awareness. We will read poems by New England poets and stories by James Baldwin, Raymond Carver, John Cheever, Louise Erdrich, William Faulkner, Richard Ford, Ernest Hemingway, Sarah Orne Jewett, Antonya Nelson, Joyce Carol Oates, Tim O'Brien, Flannery O'Connor, Charlotte Gilman Perkins, Leslie Marmon Silko, Alice Walker and others. **LIT USA** (Ms. Ganley)

Spring 2001 Course Descriptions

FS 050 Art and Chemistry

This course is for artists or art lovers who want to learn the molecular basis of artistic materials and color, and the techniques involved in art conservation and detecting forgery. The lecture topics include the Periodic Table, the concepts of electromagnetic radiation and its interaction with matter, and the chemical formula and physical properties of art materials. The discussion topics include case studies of conservation (e.g., the Dunhuang 'Diamond Sutra'), restoration (e.g., Renaissance frescos) and forgery (e.g., the 'Etruscan Warriors'). Laboratory activities will provide opportunities to prepare art materials (old vs. new) and to study their properties using various instrumental techniques. 1 hr. Lecture, 1 hr. Discussion, 1 hr. Lab. **SCI** (Ms. Choi)

FS 052 Human Nature

When we observe conduct that conforms to our view of how people should behave and yet still defies full explanation, we often just say, "Well, it's human nature." But what do we really *mean* by "human nature"? Is it human nature to love? To hate, and therefore kill by waging war? To believe in a being or force that is greater than oneself? Is human nature everywhere the same, and therefore uniform and universal? By examining opinions ranging from those of the world's great ancient philosophers (Confucius, Mencius, Plato, Aristotle) to those of today's post-Darwinian thinkers (Marx, Freud, Sartre, Skinner), we will try to answer these and related questions. **PHL** (Mr. Wyatt)

FS 053 Art and the Liberal Arts

This course will examine the concept of the liberal arts from its ancient origins to our present understandings or misunderstandings. We will explore our changing conceptions of the liberal arts through the creative media of painting, sculpture, film, and music. In particular, we will study Plato's "Allegory of the Cave," John Locke's "Treatise on Education," Thomas Cole's "Essay on American Scenery," as well as the speeches of Abraham Lincoln and Martin Luther King, Jr. We will also consider the Royal Portals of Chartres Cathedral, the sculpture of Michelangelo, the paintings of Rembrandt, and the music of Aaron Copland. **ART HIS** (Mr. Wilson)

FS 054 The Italian Renaissance and the Reaffirmation of the Human Spirit

In this seminar we will investigate how writers and artists of the Renaissance began to celebrate the human spirit. Using Dante's *Inferno*, we will begin by exploring the constraints that people in the Middle Ages believed limited the human capacity to influence one's earthly destiny. We will examine how the Italian Renaissance ushered in a new confidence in artistic and intellectual abilities and allowed for the realization of explicitly earthly goals. This created a new political order. Creativity was raised to new heights in painting, sculpture, and architecture. We will read from Boccaccio, Pico, Machiavelli, Castiglione, Ariosto, and Veronica Franco, among others. **HIS LIT EUR** (Mr. Skubikowski)

FS 055 Process, Culture, and Music in Performance Art

Throughout history, there have been art forms that combine theatre, music, and dance: operas, for example, and the incidental music that adds musical form to the text of a Shakespeare play. As artists find more unusual and provocative ways to merge these art forms, performance art is created. This seminar will engage in discussions, research, and creative projects exploring how performance art comes about, its place in our culture, and its aesthetic, with the focus and explorations centering on musical components. We will delve into its roots in the early ninteenth-century in writing and music, and into music/performance art of today, covering artists from Berlioz to John Cage, including Kagel, the Talking Heads, Laurie Anderson, Steve Reich, and Philip Glass. In addition, we will discuss the processes behind performance art and create some of our own, culminating in a concert of work. (A knowledge of an instrument or voice is desirable, though not required) **ART USA** (Ms. Tan)

FS 056 War

In this course we will examine the causes of war; what it is like to experience war, both as a soldier and a civilian; and the future of war. Is interstate war becoming obsolete? Or is the nature of modern warfare simply different? These topics will be considered from a variety of perspectives: the research of political scientists and historians, participant memoirs, novels, poetry, and documentary and popular films. We will devote most of our attention to World Wars I and II and the American war in Vietnam, then discuss the recent conflicts in Yugoslavia. **SOC** (Mr. Leng)

FS 057 Making Meaning in America: Religion and Ethics in the Modern Period

This course will consist of a sustained and critical examination of the diversity of religious life in modern America (1870s to the present). Our investigations will be historical, sociological, and ethical and will include examinations of Christian fundamentalism, Orthodox Judaism, liberal Protestantism, American Buddhism and new religious movements. We will ask what it means to be religious in America today and will probe how race, class, gender, and politics both shape and are shaped by the religious traditions that are currently thriving on American soil. Readings will include theological texts, sociological "case studies," historical studies and contemporary public commentary. **PHL USA** (Ms. Gould)

FS 059 Women & Creativity

The seminar will explore issues of women's creativity with a focus in theatre, literature and the fine arts. We will study the creative energies and achievements of women including Virginia Woolf, Camille Claudel, Lillian Hellman and Frieda Kahlo through analysis of their work and consideration of the domestic partnerships that either supported or impeded that work. Students will also complete a variety of creative exercises in writing, devised text, art, and movement. Texts include *Significant Others,* edited by Whitney Chadwick and Isabelle de Courtivron, and a play by Heather McDonald, *Dream of a Common Language,* based on the themes of Adrienne Rich's work. **ART** (Ms. Faraone)

FS 060 Living *la vida loca*? Latinos in the U.S.

A highly diverse population of over 20 million people, commonly labeled as Latinos or Hispanics, lives in the US today. While some elements of the many Latino cultures have permeated US popular culture, little attention is paid to the history, personal experiences, politics and socio-economic conditions of the different groups of Latinos currently living in the US. By investigating such topics as identity, immigration/migration, language use, assimilation, discrimination and family life. This course will offer students an opportunity to understand the realities of the different US Latino cultures. We will watch movies such as *Mi familia, El mariachi, Mi vida Loca* and read authors like Pérez-Firmat, Esmeralda Santiago, Luis J. Rodríguez and Julia Alvarez. This course hopes to include a guided visit to Latino cultural establishments and social organizations in New York City. **USA** (Ms. Martínez-Lage)

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GRADUATE PROGRAMS

MASTER OF SCIENCE

Middlebury College offers graduate credit for course work during the regular academic year for the Master of Science degree program in the Department of Biology. Inquiries about this program should be addressed to: Coordinator of the M.S. Program, Department of Biology. Graduate students may be enrolled only upon recommendation of the department in consultation with the Dean of the Faculty. The following courses are offered for graduate credit:

Biology: All biology courses numbered 300 or above
Chemistry: CH 322, CH 353, and CH 425
Mathematics: Courses numbered 300 or above

Requests for other courses numbered 300 and above outside the Department of Biology will be considered for credit in the context of the program proposed by the student in consultation with his or her adviser.

Candidacy for the Master of Science degree is subject to the following general regulations:

1. The candidate must hold a baccalaureate degree from Middlebury College or from a comparable institution and must have completed an undergraduate course of study sufficient for effective graduate work.
2. The candidate must satisfy Middlebury College of his or her fitness to undertake graduate study.
3. The candidate must be a student in residence at Middlebury College for at least one academic year.
4. In order to be granted the degree, the candidate must successfully complete graduate work equivalent to nine courses. At least three of these must be research credits.
5. Graduate work done at other institutions may be transferred for credit toward a Middlebury degree subject to the condition that at least six of the required course equivalents for graduation must be completed at Middlebury College.
6. Graduate work in cognate fields may, upon approval of the major department, be counted toward the degree, subject to the limitation that at least six of the nine required course equivalents must be in the department in which the degree is granted.
7. All work to be credited toward the degree must be completed with a grade of B or above.
8. Participation in laboratory teaching and preparation is a degree requirement.

9. All work credited toward the degree must have been completed during the five-year period immediately preceding the granting of the degree.

Candidacy for the Master of Science degree is subject also to such further regulations as Middlebury College may establish.

Tuition for graduate study is billed at the same per-course fee charged to undergraduate special students. Limited support, including waiver of some fees, is available through teaching fellowships.

Bread Loaf Programs

Bread Loaf School of English

Since 1920, the Bread Loaf School of English has held six-week summer sessions, offering graduate courses in the study of literature, literary theory, creative writing, the teaching of writing, and theatre. The Bread Loaf faculty is drawn from many of the best colleges and universities in the United States and the United Kingdom. Students may elect to attend the school as nondegree students in continuing graduate education, or they may follow a full program of studies leading to the M.A. or M.Litt. degree. Exceptionally able undergraduates who have completed three years toward their bachelor's degree may apply for admission. The central location for these programs of study is the home campus outside Middlebury in the Green Mountains of Vermont. Students may also attend the Bread Loaf campus at Lincoln College, Oxford, which offers a similar curriculum, augmented by opportunities for frequent trips to dramatic productions in London and Stratford; at the Native American Preparatory School in Rowe, New Mexico, where students take courses similar to those offered in Vermont, but with an appropriate emphasis upon Native American literature, American Hispanic literature, and nature writing of the Southwest; or at the fourth and most recent site, the University of Alaska Southeast near Juneau, where several courses focus on the literature and landscape of the Pacific Northwest and on indigenous cultures. At Bread Loaf/Alaska alone students may choose between a six- or three-week program. Admission is on the basis of college transcripts, letters of recommendation, and a writing sample. Requests for a copy of the bulletin or further information should be addressed to the Bread Loaf School of English, Freeman International Center, Middlebury College, Middlebury, VT 05753.

Bread Loaf Writers' Conference

The Bread Loaf Writers' Conference is held at the Bread Loaf campus in the middle of August. This conference offers lectures, discussions, workshops, and private consultations in fiction, nonfiction, and poetry. Some of the leading writers in the country assemble to take part in the teaching and consulting activities. Full information is provided in the special bulletin, published each year in January. Inquiries should be addressed to: Coordinator of the Bread Loaf Writers' Conference, Kirk Alumni Center, Middlebury College, Middlebury, VT 05753.

The Language Schools

The Summer Session

The Middlebury College Language Schools offer programs at several levels that enrich and supplement the undergraduate curriculum of Middlebury College.

During the summer, courses for undergraduate credit on the Vermont campus provide intensive language instruction in Arabic, Chinese, French, German, Italian, Japanese, Russian, and Spanish. Summer graduate courses leading to the Master of Arts degree and the Doctor of Modern Languages degree are offered by the French, German, Italian, Russian, and Spanish Schools.

The Language Schools emphasize both spoken and written language skills, and stress the importance of integrating cultural understanding with the study of language. At the advanced and graduate levels, courses in literature, civilization, linguistics, social sciences, art history, and foreign language pedagogy are integral parts of the Language Schools curriculum.

Students may apply to the Language Schools for a single summer at any level. Admission to the Language Schools is completely separate from admission as an undergraduate to Middlebury College. Students are placed in courses most appropriate to their linguistic proficiency as determined by placement tests taken prior to registration; some prospective graduate students may be required to take one or more courses at the advanced undergraduate level before beginning a full load of graduate work.

The Language Pledge, a formal commitment to speak the language of study as the only means of communication for the entire session, is required of all summer language students. The pledge helps students focus their energies on the acquisition of language skills, and internalize the patterns of communication and the cultural perspective associated with the target language. Students who are beginning their study of a language take a modified and progressively more rigorous pledge. The Language Pledge plays a major role in the success of the program, both as a symbol of commitment and as an essential part of the learning process.

Complete information about the Language Schools curriculum and degree requirements is provided in the Middlebury College Language Schools viewbook. To receive further information and application materials, direct your request to: Language Schools, Sunderland Language Center, Middlebury College, Middlebury, VT 05753. You may also inquire via electronic mail addressed to languages@ middlebury.edu, or visit our Web site at http:// www. middlebury.edu/~ls. (Please note the Web site address is case sensitive.) When communicating with the Language Schools, please specify the language in which you are most interested.

The C.V. Starr-Middlebury Schools Abroad

Middlebury College operates schools in five European countries during the academic year. The C.V. Starr-Middlebury Schools in France, Germany, Italy, Russia, and Spain offer graduate and junior-year programs to qualified students from Middlebury and other institutions of higher education. Each School Abroad is supervised by a resident director appointed by the College to oversee all aspects of the program and to assist students in adjusting to life in France (Paris), Germany (Mainz), Italy (Florence), Russia (Moscow, Irkutsk, Voronezh, or Yaroslavl), or Spain (Getafe, Logroño, Madrid, or Segovia). Courses are taught by professors and distinguished critics or scholars, either at local universities or in classes and special seminars organized by Middlebury College. It is expected that all students abroad will maintain the spirit of the summer Language Pledge and function as much as possible in the language of their host country.

The M.A. and D.M.L. Degrees

Middlebury's Master of Arts in French, German, Italian, Russian, or Spanish is designed to be completed either during a series of summer sessions on the Vermont campus, or by combining summer study with an academic year abroad.

The Language Schools also offer the advanced degree of Doctor of Modern Languages (D.M.L.). The D.M.L. degree, established in 1927, is unique to Middlebury College and differs from the more traditional Ph.D. in several important respects. Its purpose is to prepare teacher-scholars in two modern foreign languages (French, German, Italian, Russian, and Spanish), providing them with the skills and resources that will help them develop as teachers of language, literature, and culture. Middlebury's intent in designing the D.M.L. program was to provide an alternative to the Ph.D. that would retain the traditional focus on depth in literary research, while meeting the special needs of language teachers for competence in the areas of language pedagogy, second language acquisition as well as literary and cultural studies. The D.M.L. curriculum incorporates pedagogical and cultural elements and is sufficiently flexible to accommodate the professional commitments of in-service teachers.

A detailed description of the requirements for the D.M.L. degree is available from the office of the Dean of Language Schools and Schools Abroad.

SECTION III

GENERAL INFORMATION

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STUDENT FINANCES

The Comptroller's Office is responsible for billing students, collecting payments, and answering questions about accounts. Information on the office's policies and procedures is available in the following pages and by calling the phone numbers listed in the "Services" section below.

Several fees for 2000-2001 had not been set at the time the catalog went to press. To indicate a range for these fees, the 1999-2000 fees are listed below. Information on these fees for 2000-2001 may be obtained by calling the Comptroller's Office at 802-443-5366.

BILLED FEES

Comprehensive Fee

The annual comprehensive fee at Middlebury for 2000-2001 is $32,765. This fee includes tuition, room in campus housing, full board in campus dining halls, and fees for certain campus services, such as the health center, that are provided to all students. The comprehensive fee covers fall, winter, and spring terms.

The student activities fee, $190 for 1999-2000, supports the extracurricular activities open to all students that are sponsored by student-run organizations officially recognized by the Office of Student Activities. A portion of the activities fee also supports the programs of the residential Commons System to which all students belong.

Entering students are asked to designate a financial contact for the duration of their studies at Middlebury. For most students, this will be their parents or other relatives who serve as their guardians. The College bills students and their financially responsible parties for the comprehensive fee and student activities fee twice a year. The first bill (for 2000-2001: $16,382.50 plus half of the student activities fee) for half of the fees is mailed on July 15 and is due August 15. The second bill is mailed on December 15 and is due January 15. The comprehensive fee appears on bills as a single charge. There is no itemization of tuition, room, or board.

Students who have received permission from the dean of students to live or eat off campus are entitled to room credits of $1,050 per term and board credits of $1,050 per term. The dean of students may also permit students who are absent from College dining halls for two or more consecutive weeks to receive a partial board credit of $80 per week, up to a maximum of $720 per term. These credits appear on the comprehensive fee bills and reduce the net billed amount owed.

Comprehensive fee bills also reflect credits for those portions of a student's financial aid offer (College Grant, College Loan, Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan) that have been finalized before the billing date. Please see the separate "Financial Aid" section of this catalog for further information on Middlebury's financial aid policies and procedures.

The net billed amount owed (after room and board credits and financial aid credits are applied toward the comprehensive fee, as described in the preceding paragraphs) is due in full by the stated due date. Late fees or interest penalties may be assessed for bills not paid in full by the stated due date. The College does not offer installment payment plans directly. However, yearly and extended payment plans are available to Middlebury students and their families through Key Education Resources (Key) or Academic Management Services (AMS), two outside agencies that administer these plans for the College. Information on these plans is mailed to each student's parents or guardians in the spring for the following year. Second semester plans are available for students entering or returning in spring term. Full year plans normally begin on June 1 and second semester plans on November 1. Please call Key (800-KEY-LEND), AMS (800-635-0120), or Student Accounts (802-443-5374) for additional information.

Students enrolled for either fall or spring term only, including first-year or transfer students entering in February, are billed one-half of the annual comprehensive fee. There is no reduction in the comprehensive fee for students enrolled for fall or spring term who are not enrolled for winter term. Students enrolled for both fall and spring terms who eat in College dining halls both of those terms and who study off campus for two weeks or more during winter term may apply for a board rebate of $80 per week for the time away. This rebate will appear as a credit on the spring term comprehensive fee bill.

Students attending the Center for Northern Studies in Wolcott, Vermont, are billed the standard Middlebury comprehensive fee, applicable to the terms during which they are in residence at the Center. Students are not billed for the student activities fee while in residence at Wolcott.

The College offers each student sickness insurance coverage. The annual premium for this coverage for 2000-2001 is $388. A brochure describing this coverage is mailed in July. If a student is adequately covered by an existing family health insurance policy, the parents or guardians may choose not to purchase the College's sickness insurance coverage. The campus health center services are available to all students even if their parents or guardians do not purchase the College sickness insurance. Second semester sickness insurance is available for students entering or returning in spring term. Accident insurance coverage is provided in the comprehensive fee for all enrolled students at no additional charge. Middlebury students who are on leave studying at another college or university in the United States are not eligible for the College's sickness or accident insurance. These students should apply for insurance coverage to the school they are attending. The College sickness and accident insurance is administered by Walter W. Sussenguth & Associates through Boston Mutual Life Insurance Co. Please call 800-669-2668 ext. 445 or ext. 451 for coverage or claim information.

SPECIAL STUDENTS

The comprehensive fee applies to a course load of three, four, or five courses for a fall or spring term. Students who wish to register for only one or two courses for a fall or spring term may do so with permission from the Administration Committee. These students are designated as special students and are normally expected to live and eat off campus. Special students are billed at the per course rate of $3,150 for 2000-2001. This same per course rate applies to graduate students in the sciences and to students participating in the ninth semester teacher education program.

In cases with special circumstances, the Administration Committee may grant permission for special students to live and eat on campus. These students are billed the customary comprehensive fee for the term, less the per course rate for one course, as that is the only distinction between these students and those taking three courses during the term.

STUDY ABROAD

The College maintains several Middlebury schools abroad—for the study of French in Paris; German in Mainz; Italian in Florence; Russian in Moscow, Irkutsk, Yaroslavl, and Voronezh; and Spanish in Madrid, Getafe, Logroño, and Segovia—to which undergraduates may apply through the Office of Off-Campus Study. The College bills students participating in the Paris, Mainz, Florence, and Spain programs for tuition only. For 2000-2001, tuition for these programs is $6,180 for one semester and $11,485 for a full year. Students do not pay room and board directly to Middlebury for these programs, with the exception of German room rent for students who choose to live in university dormitories in Mainz. Further information on living and eating options for these programs is available from the Office of Off-Campus Study. For the programs in Moscow, Irkutsk, Yaroslavl, and Voronezh, the College bills a modified comprehensive fee that includes tuition, room, excursions, and round-trip airfare between New York City and Moscow (or Irkutsk). For 2000-2001, this fee for Moscow or Irkutsk is $11,000 for one semester and $17,770 for a full year; for Yaroslavl and Voronezh this fee is $8,235 for one semester and $16,470 for a full year.

Financial aid credits are applied toward C.V. Starr-Middlebury Schools Abroad tuition bills in a manner similar to that described previously under "Comprehensive Fee." Payment plans administered by the College's outside agencies, Key and AMS, are also available for C.V. Starr-Middlebury Schools Abroad tuition as described under "Comprehensive Fee." The College mails fall term, spring term, and full year Schools Abroad bills on August 1. The net billed amount owed (after financial aid credits) is due in full on September 1.

Students studying abroad for academic credit in a non-Middlebury sponsored program approved by the Off-Campus Study Committee are billed a study abroad fee. For 2000-2001, this fee is $450 for one semester and $550 for a full year. Students should consult the Study Abroad Guidelines from the Office of Off-Campus Study for more details on the availability of financial aid for specific non-Middlebury programs. Questions about the process of applying for and receiving aid for approved programs can be answered by the financial aid staff in the Emma Willard House.

Students participating in the Associated Kyoto Program (AKP) in Japan or in the University of Nottingham exchange in England are billed the standard Middlebury comprehensive fee applicable to the terms they are enrolled in AKP or Nottingham. The study abroad fee, AKP, and Nottingham billing and due dates are the same as those for the comprehensive fee described previously.

Sickness and accident insurance coverage is offered to students studying abroad with the C.V. Starr-Middlebury Schools Abroad or approved non-Middlebury sponsored programs by Walter W. Sussenguth & Associates through Boston Mutual Life Insurance Co. The premium for this coverage for 2000-2001 is $300. A brochure containing an application form for this coverage is distributed to each student accepted for study abroad. These brochures are also available in the Language Schools Administration Office, the Office of Off-Campus Study, and the Comptroller's Office. Premiums are to be paid directly to the insurance agent at the address in the brochure, not to the College. Please call 800-669-2668 ext. 445 or ext. 451 for coverage or claim information.

OTHER ACADEMIC FEES AND EXPENSES

An administrative fee of $100 is billed to students for each 555 course approved by the Administration Committee.

A fee of $150 is billed to students who repeat the General Examination or resubmit a thesis while not enrolled at the College.

Students taking lessons in practical or applied music are billed the standard fee for private instruction. In budgeting for a year's expenses at Middlebury, students and their parents or guardians should also consider the additional personal expenses students normally incur, which are not billed directly by the College. The Office of Financial Aid estimates that for 2000-2001, the average student's expenses for books, supplies, and other personal items amounted to $1,750. Travel costs during the year between a student's home and Middlebury must also be taken into consideration beyond this estimate.

ENROLLMENT DEPOSITS

Entering first-year or transfer students pay a $200 enrollment deposit at the time they accept the Admissions Office's offer of admission to the College. This deposit is applied as a credit to the comprehensive fee bill for the first term the student attends Middlebury. The deposit is not refundable.

Returning students' financially responsible parties are mailed a re-enrollment deposit statement on March 1. The College needs to receive a $1,000 re-enrollment deposit by April 1 to reserve a place on the roster if a student intends to return to Middlebury in either the following fall or spring term. This deposit will be applied as a credit to the comprehensive fee bill mailed in July for students returning for the fall term, or to the comprehensive bill mailed in December for students returning for the spring term. Students may be delayed from drawing a room in April for the following year or registering for courses in May for the following fall term if the College has not received the re-enrollment deposit. A deposit paid for the fall term is refundable through June 1 if a student sends notification in writing to the Office of the Dean of Commons of his or her intention not to return to Middlebury for the following fall term; a deposit paid for the spring term is refundable through November 15 with appropriate written notification. The re-enrollment deposit is forfeited after those dates if a student subsequently does not enroll at the College for the planned term.

For students receiving grant aid from the College, the $1,000 deposit will be prorated in accordance with their aid package for the current year. The re-enrollment deposit statement will reflect the prorated amount which is due by April 1.

SUMMER PROGRAMS

Middlebury offers three summer programs of study to which undergraduates enrolled during the regular College year may apply by contacting the appropriate summer program offices on campus. Admission to a summer program is separate from admission to Middlebury College as an undergraduate. Please contact the offices of the Language Schools, the Bread Loaf School of English, or the Bread Loaf Writers' Conference for detailed information on their programs' application procedures.

Fees for summer 2000 are summarized below:

	Tuition	Room	Board	Total
Language Schools				
9-week session *(Arabic, Chinese, Japanese, Russian)*	$3,915	$605	$1,520	$6,040
7-week session *(French, German, Italian, Spanish)*	$2,945	$480	$1,195	$4,620
6-week session *(French, German, Italian, Russian, Spanish)*	$2,945	$440	$1,105	$4,490
Bread Loaf School of English				
Bread Loaf, VT	$3,010	$440	$1,105	$4,555
Santa Fe, NM	$3,010	$1,850*		$4,860
Juneau, Alaska	$3,010	$1,840*		$4,850
Oxford, England	$5,355**			$5,355
Bread Loaf Writers' Conference				
Contributor	$1,160	$620*		$1,780
Author	$1,085	$620*		$1,705

* Room, board ** Tuition, room, board

Applying for financial aid for the summer programs is also a separate process for Middlebury College undergraduates. A financial aid application is included in the Language Schools prospectus. The financial aid application will be sent to all applicants to the Bread Loaf School of English who check the appropriate box on the admission application. Financial aid credits are applied toward summer program bills in a manner similar to that described previously under "Comprehensive Fee." The College mails summer session bills on May 1 for the Language Schools and the Bread Loaf School of English, and on June 1 for the Bread Loaf Writers' Conference. The net billed amount owed (after financial aid credits) is due in full before the first day students are scheduled to arrive to begin their particular session. Due to the brief period of time the summer programs are in session, no payment plans are available through the College or its outside agencies.

MISCELLANEOUS CHARGE ACCOUNTS

Each student has a miscellaneous charge account used to bill long distance telephone calls, College Store and campus snack bar ID card charges, other departmental fees and fines, and dorm damage charges. Students receive a bill at the beginning of each month for the activity on their accounts through the end of the previous month. The balance is due in full each month when the bill is received. The Cashier's Office will assess a $10 fine if a check accepted in payment of a miscellaneous charge account is subsequently returned by the bank for insufficient funds.

Overdue balances may delay students from receiving copies of transcripts, registering for courses in November or May for the following term, or from drawing a room in April for the following year. If a student's miscellaneous charge account balance becomes 30 days or more past due, the student's long-distance telephone and ID card charge privileges are suspended. A notice advising the student's parents or guardians is also sent at this time. Charge privileges are reactivated by the end of the next business day for overdue accounts that are paid current by noon on the previous day. Students may still make local and toll-free calls, receive all incoming calls, and eat in campus dining halls while their long-distance telephone and ID card charge privileges are suspended. A student, parent, or guardian may request at any time that a student's long-distance telephone and ID card charge privileges be suspended indefinitely by submitting this request in writing to the Comptroller's Office.

Questions about miscellaneous charge accounts should be directed to the Cashier's Office (802-443-5375). Students who wish to contest charges they believe are in error should also request that the department where the charge originated reverse the charge. Please direct dorm damage charge appeals to the residential life staff in the Office of the Dean of Commons (802-443-5386).

REFUNDS

Credit Refunds

Occasionally, a combination of payments, financial aid credits, or room and board rebate credits creates a net credit balance on a comprehensive fee account. The Comptroller's Office normally leaves the credit balance on account to be applied toward the next term's charges for the student. Parents or guardians may also request that a refund check for the credit balance be issued to them as the financially responsible party. If parents or guardians wish to have the refund check issued directly to the student or to have the credit balance applied to the student's miscellaneous charge account, the Comptroller's Office needs to receive these instructions in writing from the financially responsible party.

Withdrawal Refunds

(This policy is in the process of being reviewed and perhaps revised to be in compliance with new federal guidelines which take effect 7/1/00.)

In cases of dismissal from the College, no refund of the comprehensive fee is made. In other cases of absence or withdrawal from the College for medical reasons or serious emergencies, fees are refunded according to the schedule below. In all cases, the enrollment deposit is forfeited.

If the withdrawal occurs before the first week of the term, Middlebury refunds100% of comprehensive fee.
If the withdrawal occurs during the first week of the term, Middlebury refunds 90% of comprehensive fee.
If the withdrawal occurs during the second week of the term, Middlebury refunds 50% of comprehensive fee.
If the withdrawal occurs during the third week of the term, Middlebury refunds 50% of comprehensive fee.
If the withdrawal occurs during the fourth week of the term, Middlebury refunds 25% of comprehensive fee.
If the withdrawal occurs during the fifth week of the term, Middlebury refunds 25% of comprehensive fee.
If the withdrawal occurs during the sixth week of the term, Middlebury refunds 25% of comprehensive fee.
If the withdrawal occurs during the seventh week of the term, Middlebury refunds 25% of comprehensive fee.
If the withdrawal occurs after the seventh week of the term, Middlebury refunds $80 per week board credit only.

The Comptroller's Office will remit approved refunds by check to the party financially responsible for the student's account. To the extent any authorized refund represents in whole or in part the proceeds of any federal financial aid (Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, Federal Perkins Loan, Federal Direct Loan), the amount of the refund to be returned to each of these programs, as well as to the financially responsible party, is based on the applicable federal refund formula as required by law. The applicable portions of such refunds are returned directly to the sources from which the funds were originally received: the federal government or the financially responsible party.

The College offers optional tuition refund insurance through the Tuition Refund Plan administered by A.W.G. Dewar. The annual premium for this coverage for 1999-2000 was $254. A brochure and application form for this insurance are enclosed with the comprehensive fee bills mailed in July. Second semester tuition refund insurance is available for students entering or returning in spring term. Premiums are to be paid directly to Dewar, not to the College. Please contact Dewar (617-774-1555) or the Comptroller's Office for further information.

RIGHTS AND RESPONSIBILITIES

The College reserves the right to change, if necessary, any charges or fees quoted in this publication.

The College assumes no responsibility for loss of student property through fire, theft, or disappearance.

The College issues an academic transcript of record on request to students wishing to transfer or to receive a statement of their course credits for any other purpose. The first transcript copy is provided free of charge. A fee of $5 is charged for each subsequent copy provided. No fee is charged for transcripts submitted to any branch of the military. The Office of the Dean of Students will not release a transcript for any student who owes past due charges to the College until satisfactory arrangements have been made with the Comptroller's Office. Students may not receive final grades nor expect honorable dismissal from the College upon completion of their studies until all financial accounts are settled.

Students who wish to be eligible to register for courses in November or May for the following term or to draw a room in April for the following year need to ensure that all of their financial accounts are current. Any past due charges on a comprehensive fee, C.V. Starr-Middlebury Schools Abroad, or miscellaneous charge account need to be settled in full. For room draw in April and registration in May, the College also needs to have received the re-enrollment deposit indicating the student's intent to return to Middlebury the following fall term. Students who have dean's loans from the Office of the Dean of Students or computer loans as part of their participation in the computer sales program also need to ensure that their loan payments are current.

Students assume full ultimate responsibility for payment of their comprehensive fee accounts, miscellaneous charge accounts, and any other fees charged as described in this section of this catalog. Should the College have to refer any delinquent account balance to a collection agency once a student is no longer enrolled at the College, the student will then also become liable for any additional collection agency or legal fees incurred by the College to collect the delinquent account.

SERVICES

The Comptroller's Office, located on the second floor of the Service Building, is open Monday through Friday from 8:15 a.m. to 5:00 p.m. to accept payments on students' accounts and to answer questions on billing, fees, account balances, refunds, and payment plans. With proper identification (student ID card), the Cashier's Office, located at the front of the Comptroller's Office, will also cash traveler's checks and checks from parents or guardians made payable to the student. Students should cash their own personal checks at the local bank where the account is maintained. With proper identification (student ID card), students may cash accounts payable or student payroll checks issued by the College at the local banks where the College maintains the accounts on which the checks are drawn. It is not possible to cash College-issued checks at the Cashier's Office.

Please call the following phone numbers to speak with College staff in the Comptroller's Office who are responsible for student-related accounting services at Middlebury:

Cashier/Assistant Cashier
(802) 443-5375*(miscellaneous charge accounts, dean's loan accounts)*

Student Accounts Administrator
(802) 443-5374 *(comprehensive fee, summer program, and C.V. Starr-Middlebury Schools Abroad accounts)*

Bursar
(802) 443-5682

Comptroller's Office
(802) 443-5366 *(general number)*

FINANCIAL AID

The aim of the College's financial aid program is to enable qualified students to attend Middlebury regardless of the family's financial resources. Using information from parents' tax returns and other explanatory materials the family may submit, the Office of Financial Aid staff arrive at a determination of a student's need. Middlebury is committed to meeting the assessed need of all admitted students to the full extent that resources permit. Students should not hesitate to apply for aid. Students apply for financial aid for each year they attend Middlebury. Generally speaking, eligible undergraduate students may receive aid for four years (or the equivalent) at Middlebury College, one of the C.V. Starr-Middlebury Schools Abroad, or certain other Middlebury-approved programs.

In addition to the substantial grant funds generated by the College's endowments and alumni gifts, Middlebury has funds available from the Federal Perkins Loan, Federal Work-Study, and Federal Supplemental Educational Opportunity Grant programs. Eligibility for these funds is determined by the Office of Financial Aid in accordance with federal regulations. All students are expected, as a matter of routine, to apply for the Federal Pell Grant and to their state grant program if they expect to be considered for grant assistance from Middlebury. Another source of financial aid, the Federal Direct Stafford Loan, is processed by the Office of Financial Aid. Aid packages are typically a combination of grants, loans, and work.

In addition to what is expected from a student's parents, the College assumes students will take on responsibility for their education in two distinct, complementary ways. First, each student is asked to contribute from his or her personal savings, summer earnings, and any other personal resources at his or her disposal. The minimum student income contribution for 2000-2001 is $1,300 for first-year students and $1,700 for all other students. Second, a student must also meet a self-help requirement during the academic year.

The self-help requirement generally is met through a combination of loan and employment during the academic year. The staff in the Office of Financial Aid can advise students about options that range from earning more than the usual student income contribution to an on-campus job to borrowing to meet the full self-help requirement. While Middlebury's resources are not unlimited, the College makes every reasonable effort to see that jobs are available for students who wish to work during the academic year. For those few with demonstrated need who may not borrow under the federal loan programs, a limited amount of College loan funds is available to assist them.

College grants and scholarships are credited as the funds are certified as available (Pell) or the check arrives from the state aid agency. Students are reminded that the College will not replace any federal or state grants that are not received due to a student's failure to apply.

More detailed information about financial aid is available in the prospectus, which can be requested from the Admissions Office. It presents facts and figures about students receiving aid at Middlebury and outlines the application procedures. Any additional questions concerning financial aid should be addressed to the Office of Financial Aid, The Emma Willard House.

Endowed Funds for Students and Faculty

For many years alumni and friends of Middlebury College have contributed funds to increase the pool of financial aid available to students and to augment the funds that provide teaching resources. Aid to students consists of scholarships, awards, prizes, and loans. All named, endowed, and expendable scholarships are awarded through the Financial Aid Office on the basis of financial need; students must be eligible to receive financial aid to be considered for the awards. Students may compete in various ways for prizes and awards also donated to the College. Faculty support consists of endowed professorships, lectureships, and research grant funds. If you are interested in establishing such a fund, please contact the director of development. The Office of Development publishes "Endowed Funds of Middlebury College," an explanatory listing of the funds and additional information about gifts and bequests for student aid.

Named And Endowed Scholarships

Abbott-Simpson Scholarship Fund
Harold E. Adams Scholarship Fund
Betty Jean Aitchison '45 Scholarship Fund
George I. Alden Trust Scholarship Fund
Cecile Child Allen Student Aid Fund
Alpha Chi Scholarship Fund for Women
Pari S. Ahmadi Language Schools Scholarship Fund
Borden E. Avery '39 and Louise Roberts Avery '39 Fund
William N. Badgley '61 Memorial Scholarship Fund
Cornelia W. Bailey Fund
John C. Baldwin Legacy Fund
Baltic Scholarship Loan Fund
Frieda Derdeyn Bambas Scholarship
Cesare Barbieri Endowment Fund
Ludwig C. Baumann '53 Memorial Scholarship Fund
Horace P. Beck Scholarship in American Studies
Beckwith Scholarship Fund
Carmella J. Belmont Scholarship Fund
Lorenzo P. Belmont Scholarship Fund
Loretta R. Godfrey-Belmont Scholarship Fund
Lea Z. Binand Scholarship Fund
Harriet B. Blakeman '14 Scholarship Fund
Edward L. Bond, Jr., '62 Memorial Scholarship Fund
Borgia Scholarship Fund
Howard Born German Scholarship Fund
Boston Middlebury Alumni Association Scholarship
Ezra Brainerd Scholarship
Charles D. Brakeley Scholarship Fund
Bread Loaf Writers' Conference Endowment Fund
Margaret T. Bridgman Memorial Fund
Elbert S. and Anna H. Brigham Scholarship Fund
Walter E. Brooker '37 and Barbara Carrick Brooker '40 Scholarship Fund
Jane Tinkham Broughton Fellowship Fund
Elisabeth E. Brown '42 Scholarship Fund
Ronald H. Brown '62 Summer Internship Program Fund
Russell D. Brown '29 Memorial Scholarship Fund
Gladys M. Caldwell '28 Scholarship Fund
Canadian Honors Scholarship Fund
Pierina and Salvatore J. Castiglione Scholarship Fund
Juan A. Centeno Memorial Fund
Charitable Society Fund
Ta-Tuan Ch'en Scholarship Fund
Stella Christie Scholarship Fund
Class of 1918 Scholarship Fund
Class of 1927 Scholarship Fund
Class of 1930 Scholarship Fund
Class of 1936 100th Reunion Scholarship
Class of 1937 Scholarship Fund
Class of 1947 Memorial Scholarship Fund
Class of 1948 Scholarship Fund
Class of 1949 Scholarship Fund
Class of 1950 Scholarship Fund
Class of 1951 Scholarship Fund
Class of 1952 Scholarship Fund
Class of 1953 Scholarship Fund
Class of 1955 Scholarship Fund
Class of 1956 Scholarship Fund
Class of 1963 Scholarship Fund
Class of 1967 Scholarship Fund
Class of 1982 Scholarship Fund
Class of 1983 Scholarship Fund
Chester H. Clemens '33 and Eleanor B. Clemens '32 Fund
Winifred Coffin and Beatrice Taft Scholarship Fund
Almy D. Coggeshall '40 Scholarship Fund
Colby Fund
Jesse Connor Scholarship Fund
Louise Hasbrouk Connor Scholarship Fund
Reginald L. '24 and Juanita Cook Scholarship Fund
Reginald L. Cook '24 Memorial Scholarship Fund
Edward Cooperstein '46 Scholarship Fund
Kay Corrigan '56 Scholarship Fund
Ruth C. Cowles '24 Scholarship Fund
Annie L. Cox Scholarship
George C. Dade '15 Memorial Scholarship Fund
Charles A. Dana Scholarship Fund
John F. Darrow '37 Memorial Scholarship Fund
Sam P. Davis '21 Fund
Wilfred E. Davison '13 Scholarship Fund
Clifford T. Day '15 Undergraduate Scholarship Fund
Pauline Feicht Decker Memorial Scholarship Fund

Alcide De Gasperi Scholarship Fund
Ralph L. DeGroff '25 Scholarship Fund
Dr. Ralph B. DeLano '09 Scholarship Fund
Delta Kappa Epsilon Scholarship Fund
Thomas '70 and Teresa DeRogatis Scholarship Fund
Marten Y. de Schepper '72 Memorial Scholarship Fund
Jake Booth Devins Scholarship Fund
Frederick C. Dirks '30 Scholarship Fund
'45 Discretionary Scholarship Fund
Constance Barker Diss Student Aid Fund
Kathleen C. Downey Memorial Scholarship Fund
Erwin Ewald Drost Memorial Fund
Durland Family Scholarship Fund
Easton Family Scholarship Fund
Deborah Tracy Edelstein '96 Scholarship Fund
Dean S. Edmonds Scholarship Fund
Eunice S. Eldredge '11 Scholarship Fund
Mac Elliman Scholarship Fund
Grace M. Ellis '12 Scholarship Fund
Sidney Ender Scholarship Fund
Jerome C. and Debora N. Eppler '50 Scholarship Fund
Katherine Ball Everitt '17 Memorial and Helen E. Law Scholarship Fund
Fairbanks Scholarships
Feng Ming-huei Memorial Scholarship Fund in the Chinese School
Margaret Grant Fielders Endowed Scholarship at the Bread Loaf School of English
Peter Stanley Firestone Memorial Scholarship Fund
Allan T. Fisher '75 Memorial Scholarship Fund
John Albert and Sophia Warner Fletcher Fund
Rollo J. Francisco Scholarship Fund
E. Chester "Ben" Franklin '21 Scholarship Fund
Donald D. '25 and Dorothy B. Fredrickson '25 Memorial Scholarship Fund
Stephen A. and Ruth H. Freeman Scholarship Fund
French Center in New England Fund
Sara C. Fritz Scholarship Fund
Robert Frost Fellowship at the Bread Loaf Writers' Conference
Eben J. Fullam 1895 Scholarship Fund
Alice Brooks Fuller Scholarship Fund
John Hamilton Fulton Memorial Scholarship Fund
Clyde G. Fussell '25 Memorial Scholarship Fund
Marion Gallagher Scholarship Fund
Barbara Everard Gannett '61 Memorial Scholarship Fund
Leon and Una Gay Scholarship Fund
William W. Gay Fund
Joan F. Giambalvo Scholarship Fund
Gilbert Family Scholarship Fund
Edward N. Gosselin '15 Scholarship Fund
Rosamond F. Granger Scholarship Fund
Egbert C. Hadley '10 Scholarship Fund
Ivan D. '09 and May W. Hagar Scholarship Fund
Charles Emerson and Nellie Blakely Harris Memorial Scholarship Fund
Joel B. Harris Scholarship Fund
Earle '22 and Marie W. Haskins Scholarship Fund
Benjamin L. Haydon 1897 Scholarship Fund
Burt A. Hazeltine Memorial Scholarship Fund
Charles B.R. Hazeltine Fund
William Randolph Hearst Endowment
Richard A. Heine '64 Memorial Scholarship Fund
Waldo H. Heinrichs Scholarship Fund
Dr. Walter H. Hellman '24 Scholarship Fund
T. William Hentz '50 Scholarship Fund
Elizabeth A. Hickcox and Frank B. Hickcox Memorial Scholarship Fund
Laurence B. Holland Memorial Scholarship Fund
John A. Howe 1853 Scholarship Fund
Moses G. Hubbard '13 Scholarship Fund
Mary Stone Hunt '15 Scholarship Fund
Lauren Husted Scholarship Fund
J. Rowland Illick Scholarship Fund
Ingalls Fellowship
Merrill L. Jenkins '15 Scholarship Fund
Christian A. Johnson Memorial Scholarship Fund
Frederick B. '48 and Louise M. Johnston Scholarship Fund
Betty A. Jones M'86 Language Schools Financial Aid Fund
Charles S. (Casey) Jones '15 Scholarship Fund
Frederica V. Jones Scholarship Fund
Kappa Delta Rho Scholarship Fund
Albert and Edna Karlik Scholarship Fund
Joseph P. Kasper '20 Scholarship Fund
Elizabeth B. Kelly Fund
Alice P. Kenney '58 Scholarship Fund
John M. Kirk, Jr., Memorial Scholarship at the Bread Loaf School of English
John M. Kirk, Jr., Scholarship Fund
Patricia and William H. Kleh '67 Endowed Scholarship Fund
Dr. Michael Kolligian, Jr., '44 Scholarship Fund
Cheryl M. '96 and Sandra L. Kozlowski '99 Scholarship Fund
Harold Krichbaum '24 and Rena Dumas Krichbaum '22 Memorial Scholarship Fund
Arnold R. LaForce '35 Scholarship Fund
Merton D. LaFountain '22 Memorial Scholarship Fund
Olive and Cincinato LaGuardia Scholarship Fund
L'Amicale Scholarship Fund
Sanford H. Lane Memorial Scholarship Fund
Ted Lang, Jr., Memorial Scholarship Fund
Frederick W. Lapham, Jr., '43 Memorial Scholarship Fund
Edwin W. Lawrence 1829 Scholarship Fund

Claude Levy Scholarship Fund
L'Hommedieu Family Scholarship Fund
Frances B. and Paige D. L'Hommedieu Scholarship Fund
Literary Fund
Dr. Nicholas Locascio Scholarship Fund
Frank Lombardy '35 Memorial Scholarship Fund
Hazel MacLeod '09 Fund
Eta and Abram Manell '34 Scholarship Fund
Andrew C. Marchbank '65 Memorial Scholarship Fund
Scott A. Margolin '99 Memorial Scholarship Fund
Robert J. Marony Fund
Buren H. McCormack Scholarship Fund
James C. McLeod '26 Scholarship Fund
Middlebury College Language Schools Fund
Midd-Vermont Alumni Association Scholarship
Gertrude Cornish Milliken '01 Scholarship Fund
Levi P. Morton Scholarship Fund
Judith Davidson Moyers Scholarship Fund
Ralph O. and Lena G. Myhre Memorial Scholarship Fund
National Bank of Middlebury Scholarship Fund
Elizabeth MacGill Needy '47 Memorial Scholarship Fund
Howard M. Munford '34 Scholarship Fund
Walter J. Nelson '32 Scholarship Fund
Werner Neuse Scholarship Fund
New Balance Athletic Shoe Company, Inc. Scholarship Fund
New Jersey Student Aid Fund
June Brogger Noble '46 Scholarship Fund
Anna and Luke J. Nolfi Scholarship Fund
Luke J. Nolfi Memorial Scholarship Fund
Sidney Nordenschild, Sr., Scholarship Fund
Berthe O. Normano Scholarship Fund
Ted J. Novak '50 Memorial Scholarship Fund
Gerald M. O'Connell '83 Scholarship Fund
Peter Odabashian Memorial Scholarship Fund
Bernard J. O'Keefe Scholarship Fund
Charles J. Orr Memorial Scholarship at the Bread Loaf School of English
Hewitt E. Page '33 Scholarship Fund
Adele T. Parker Scholarship Fund
Dr. George F. Parton, Jr., Scholarship Fund
Pell Fund
Penfield Scholarship Fund
Arthur D. Pepin '44 Scholarship Fund
Mildred H. Hubbard Phipps '20 Memorial Scholarship Fund
Dana G. Pierce Scholarship Fund
Blanche and Stephen Piskor Memorial Scholarship Fund
Frank P. '37 and Anne C. Piskor Scholarship Fund
Louise R. Plaisted Scholarship Fund
Michael H. Podell '56 Financial Aid Fund
William H. Porter Memorial Scholarship Fund
Anastasia Feodorova Pressman Memorial Scholarship Fund
Frederika Proctor Fund
Antonio and Ida Quaglia Memorial Scholarship in the Italian School
Cecilia Quiros Scholarship Fund
Nancy "Tee" Thomsen Rand '52 Philadelphia Alumni Scholarship Fund
Robert E. Ray '59 Scholarship Fund
Rea Family Fellowship at the Bread Loaf Writers' Conference
Albert J. Riccio Fund for the President's Purse
Helen Coldwell Riccio Memorial Fund
Leonard D. Riccio Memorial Scholarship
Charles R. Rice '58 Scholarship
James Richardson Scholarship Fund
Justin M. Ricker '06 Scholarship Fund
Marjorie J. Robb Scholarship Fund for Summer Language Studies
Roberts M. Roemer '50 Scholarship Fund
Marguerite Rogers '18 Scholarship Fund
Richard A. Rosbeck '61 Memorial Scholarship Fund
Eleanor S. Ross Scholarship Fund
John W. Rowell Fund
Robin Royle Memorial Scholarship Fund in the Russian School
A. Bayard Russ '66 Memorial Scholarship Fund
Donald W. Salisbury '16 and Eva Leland Salisbury '17 Memorial Scholarship Fund
Henry W. Schuettauff '27 Scholarship Fund
George Robert White Scott 1864 Scholarship Fund
Lynde Selden Scholarship Fund
Jonathan Vollrath Shadd '78 Memorial Scholarship Fund
Mina Shaughnessy Memorial Scholarship in Writing at the Bread Loaf School of English
Richard J. Sheehy '38 Scholarship Fund
Marion Shows Fund
Carleton H. Simmons '28 Memorial Scholarship Fund
Cecil C. Simmons '24 Fund
Ernest Simons Memorial Scholarship Fund
Skinner-Allen Scholarship Fund
Bezeliel Smith Fund
Lucy S. Smith '18 Scholarship Fund
Jonathan Coleman Southmayd 1817 Scholarship Fund
Kenneth Sozzi Memorial Scholarship Fund
Dorothy Symonds Spendlove '36 Scholarship Fund
A.P. Stafford Fund
C.V. Starr Scholarship Fund
John Wolcott Stewart Fund
E. Carroll and Mary Joe Stollenwerck Scholarship Fund
W.J. '02 Stone Fund
Strauss Family Scholarship Fund
Subscription of 1852

Agnes Warner Sunderland Fund
Swain Family Scholarship Fund
Miriam Deedman Swede '27 Scholarship Fund
Charles and Jessica Swift Scholarship Fund
Wylie and Lucy Sypher Scholarship Fund
Arthur Gould Tasheira Fund
Ellen Taussig '49 Scholarship Fund
Gerald E. Thayer '31 Memorial Scholarship Fund
Helen A. and W. Grady Thomas '16 Scholarship Fund
Thomas G. Thompson Scholarship Fund
Barbara A. and John R. Tormondsen '82 Scholarship Fund
Ludger J. Tousant Fund
John Crawford Trask, Jr., '41 Memorial Scholarship Fund
K.P. Tsolainos Memorial Scholarship Fund
Herbert K. Twitchell Fund
Tyco International Scholarship Fund
James M. Tyler Fund
Bessie Clarinda Verder 1898 Memorial Fund for Women Students
Voter Memorial Scholarship Fund
Waldo Fund
Raymond A. Waldron Scholarship Fund
Phoebe Kasper Wallach '49 Memorial Scholarship Fund
Ruth McCullough Walzer Scholarship Fund
Warren Fund
Virginia Whittier Warthin '33 Scholarship Fund
Lois Behrman Watson '51 Scholarship Fund
WEB Fund
James A. and Edna M. Weeks Scholarship
Richard S. Werdiger '69 Scholarship Fund
Jane D. Whamer '48 Memorial Scholarship Fund
Asa Wheelock Scholarship Fund
F. Carl Whitney '18 Memorial Scholarship Fund
Dr. Percy T. '25 and Pauline C. Whitney '27 Scholarship Fund
Raymond L. Whitney '35 Memorial Scholarship Fund
Albert Henry Wiggin Memorial Scholarship Fund
Percival '02 and Marion Wilds Memorial Scholarship Fund
Frank A. Williams, Jr., '69 Memorial Scholarship Fund
Emma Willard Scholarship Fund
Mark Doty Wilson '72 Scholarship Fund
Windham County Congregational Scholarship Fund
Harriet B. Winsor Scholarship Fund
Charles Baker Wright Scholarship
Mary E. Yelda and Margot C. Yelda Scholarship Fund
Marion L. Young '24 Scholarship Fund

TERM SCHOLARSHIPS

Alice S. Ayling Scholarships
Jonathan Berger '67 Scholarship
Dorothea W. Brown Scholarship
Louis L. Croland and A. Leon Kohlreiter Scholarship
Rae R. Croland and Goldie Kohlreiter Scholarship Fund
Curran Family Scholarship Fund
John V. Doyle '78 Scholarship
Richard M. Gary P'02 Scholarship Fund
Jaqua Foundation Scholarship Fund
Antonia Ax:son Johnson Scholarship Fund
Roland A. Johnson '38 Scholarship Fund
Linda M. and Robert A. Jones Scholarship Fund
Agnes M. Lindsay Trust Scholarship Fund
Daniel J. Mahoney Scholarship Fund
June K. and Edward P. Mone Scholarship
F.A. and Katharine H. Nason Scholarship Fund
Jay Jon Nordby '76 Memorial Scholarship Fund
Henry Tyler Nottberg '98 Scholarship Fund
Nina Ritter '82 and Timothy D. Armour '82 Scholarship Fund
Charles Irwin Travelli Scholarships
Vermont Scholarship Program

AWARDS AND PRIZES

Charles B. Allen Memorial Prize
American Institute of Chemists' Medal
John T. Andrews Memorial Prize in Philosophy
Bishop Atwood Historical Prize
Donald Everett Axinn Annual Prize
Bakeless Prize
Baldwin Prize
Frieda Derdeyn Bambas Prize in French Literary Studies
Baumgarten '98 and Udzenija '99 SGA Memorial Prize
Blum and Company, Inc., Award
Deacon Boardman Peace Prize
Barbara Buchanan '62 Alumni Association Award
Reid L. Carr Prize
George H. Catlin Award
George H. Catlin Classical Prize Fund
George H. Catlin Fund
William B. Catton Prize
Challenger Award
Elbert C. Cole '15 Memorial Fund Prize
Committee on Art in Public Places Award for Excellence in Studio Art
Marie Lafferty Cortell Theatre Award
Janet C. Curry '49 Award in the Biological Sciences
F.C. Dirks '30 Prize in Economics

Durkin Public Service Fund
Martin Joseph Durkin III Memorial Award
Eaton Prize
George Ellis Fellowships
Harry M. Fife Memorial
Alison G. Fraker '89 Essay Prize in Women's Studies
First-Year Student Achievement Prize
Drue Cortell Gensler '57 Prize
David I. Goldman Film/Video Prize
Robert K. Gould Prize in Physics
Maude Violet Graybar American History Prize
Jon M. Groetzinger and Elinor Lee Groetzinger Award
Hazeltine Klevenow Cup
J. Rowland Illick Geography Award
International Studies Program Award
Julian E. and Melba Jarrett Prize
Christian A. Johnson Prize in Economics
Kellogg Latin English Prize
C.J. Neil Kvasnak Family Award
Lank Prize in Sociology and Anthropology
Helen T. Lin Award for Excellence in Chinese
Mahalingaiah Family Dance Prize
Scott A. Margolin '99 Environmental Studies Award
Merck and Company Award
Camillo P. Merlino Award for Excellence
Merlino-Mezzotero Award
Ann and Edward Meyers Religion Prize
Berthe O. Normano Prize
Mildred Virginia Osher History Prize
O.W. Prize for International Students
Dr. Francis D. Parker '39 Mathematics/Computer Science Prize
Phi Beta Kappa Prize
E.L. Pool Qualitative Analysis Prize
Henry B. Prickitt English Prize
Richard C. Rapp '64 Memorial Football Award
T. Ragan Ryan Award for Excellence
Senior Honors Thesis Award in Economics
Senior Honors Thesis Award in International Politics and Economics
John P. Stabile Memorial Cup
Marci J. Stewart '72 Memorial Award
Stolley-Ryan American Literature Prize
Mary Dunning Thwing Prize
Alice J. Turner Memorial Trophy
Ryan Fairman Waldron '97 Award
Paul W. Ward '25 Memorial Prize
John M. White '52 Memorial Award
Franklin G. Williams '13 and Sarah H. Williams '12 Memorial Award
Woolsey Prizes

LOAN FUNDS

Alpha Sigma Phi Memorial Fund
Edwin L. Bigelow '13 Student Scholarship Fund
Reid L. Carr and Eleanor F. Carr Revolving Loan Fund
Ella N. Goodale Student Loan Fund
Joel B. Harris Student Loan Fund
Hazeltine Student Loan Fund
Elam R. Jewett Student Loan Fund
Ada Howe Kent Foundation Loan Fund
Lee A. Kintzel and Roger Kintzel Student Loan Fund
Martha Jewett Nash Student Loan Fund
F.A. and Katharine H. Nason Loan Fund
Francis M. Newman Student Loan Fund
William H. Porter Student Loan Fund
Justin M. Ricker Fund
Emma Hardy Slade Student Loan Fund

ENDOWED PROFESSORSHIPS

(year established)

Burr Professorship of Chemistry and Natural History (1829)
John C. Baldwin Professorship of Mathematics and Natural Philosophy (1866)
Levi P. Morton Professorship of Latin and French (1887)
Beman Professorship of Mathematics (1893)
James B. Jermain Professorship of Political Economy (1901)
A. Barton Hepburn Women's Professorship (1908)
George Nye and Anne Walker Boardman Professorship of Mental and Moral Science (1908)
Paige-Wright Professorship of Economics (1913)
Fletcher D. Proctor Professorship of American History (1918)
Henry Norman Hudson Professorship of English (1920)
A. Barton Hepburn Professorship of Economics (1922)
John C. McCullough Professorship of Chemistry (1924)
Julian W. Abernethy Professorship of American Literature (1933)
Albert D. Mead Professorship of Biology (1949)
George Adams Ellis Professorship of Liberal Arts (1956)
Jean Thomson Fulton Professorship of Modern Languages and Literature (1963)
Charles A. Dana Professorships (1966)
Irene Heinz and John LaPorte Given Professorship in Pre-medical Sciences (1966)
Philip Battell Stewart and Sarah Frances Cowles Stewart Professorship (1970)
Christian A. Johnson Professorship in Art History (1974)
Christian A. Johnson Professorship in the Performing Arts (1974)
William R. Kenan, Jr., Professorship (1975)
Christian A. Johnson Distinguished Professorship in Economics (1977)

Frank and Eleanor Griffiths Professorships of Literature at the Bread Loaf School of English (1977)
C.V. Starr Professorship in Linguistics and Language (1979)
Fiftieth Anniversary Chair in the Italian School (1981)
Benjamin F. Wissler Professorship in Physics (1983)
John M. Kirk, Jr., Chair in Medieval Literature at the Bread Loaf School of English (1984)
Fletcher Chair in the Arts (1985)
Pardon Tillinghast Chair in History, Philosophy, and Religion (1985)
Donald Everett Axinn Chair in Creative Writing (1987)
Frederick C. Dirks '30 Professorship in Economics and Political Science (1987)
C.V. Starr Professorship in Russian and Eastern European Studies (1987)
African Studies Professorship (1987)
Kawashima Professorship in Japanese Studies (1988)
Alan R. Holmes Chair in Monetary Economics (1989)
M. Ruth Marino Chair in the Bread Loaf School of English (1989)
Walter Cerf Distinguished College Professor (1996)
Reginald L. Cook '24 Professorship in American Literature (1997)
Lois Behrman Watson '51 Professorship in French (1998)
Curt C. and Else Silberman Professorship in Jewish Studies (1998)
Borgen Family Coaching Chair (1998)
Barbara A. and John R. Tormondsen '82 Nordic Skiing Chair (2000)

ENDOWED LECTURESHIPS

Julian W. Abernethy Lecture
Donald Everett Axinn Annual Public Lecture
Jean Berger Discretionary Music Initiative
Jean Boorsch Lectureship
Willard Duncan Carpenter '14 Memorial Lecture Fund
Class of 1914 Lecture
David W. Courter Fellows Program
Elizabeth Drew Memorial Lecture Fund
William H. Edmunds '17 Memorial Fund
John Hamilton Fulton Memorial Lectures
Charles S. Grant Memorial Lecture
Hirschfield Film Endowment
Scott A. Margolin '99 Environmental Affairs Lecture Fund
Hannah A. Quint Lectureship in Jewish Studies
George B. Saul II Lecture Fund
Professor David K. Smith Visiting Economic Lecture Series
Samuel S. Stratton Lecture
Charles and Jessica Swift Lecture Fund
Robert W. van de Velde, Jr., '75 Memorial Lecture Series
Carl and Anna Zernik Memorial Fund

ENDOWED FACULTY SUPPORT

Ada Howe Kent Faculty Development Fund
Pell Fund
Professor Llewellyn R. Perkins and Dr. Ruth M. Perkins Memorial Faculty Research Fund

PRESIDENT AND FELLOWS

PRESIDENT OF THE COLLEGE

John M. McCardell, Jr.
A.B., Litt.D., Washington and Lee University; Ph.D., Harvard University
Middlebury, VT

CHARTER TRUSTEES

(Dates indicate year first elected and year term expires.)

Churchill G. Franklin '71
A.B. (1989, 2004)
Boston, MA

Nancy Coffrin Furlong '75
A.B. (1994, 2009)
Burlington, VT

Claire W. Gargalli '64
A.B. (1987, 2002)
Philadelphia, PA

Robert C. Graham, Jr., '63
A.B. (1992, 2007)
Stamford, CT

Betty Ashbury Jones '86 (M.A.)
A.B., M.A. (1994, 2009)
Louisville, KY

William H. Kieffer III '64
A.B. (1992, 2007)
Boston, MA

Jane Bryant Quinn '60
A.B., LL.D. (1986, 2001)
North Salem, NY

Polyvios C. Vintiadis
A.B., M.A. (1995, 2010)
Greenwich, CT

TERM TRUSTEES

Peter I. Bijur
A.B., M.B.A. (1994, 2004)
New Canaan, CT

Nicholas R. Clifford
A.B., M.A., Ph.D. (1994, 2001)
New Haven, VT

Drucilla Cortell Gensler '57
A.B. (1994, 2004)
Mill Valley, CA

Reed L. Harman '68
A.B. (1993, 2003)
Palos Verdes, CA

Robert A. Jones '59
A.B., M.B.A., LL.D. (1997, 2002)
Incline Village, NV

L. Dennis Kozlowski
B.S. (1999, 2004)
North Hampton, NH

Louis Marx, Jr.
A.B. (1995, 2005)
New York, NY

Garrett M. Moran '76
A.B., M.B.A. (1997, 2002)
Greenwich, CT

Thomas P. Salmon
A.B., J.D., LL.M. (1997, 2002)
Rockingham, VT

Frank W. Sesno '77
A.B. (1994, 2004)
Great Falls, VA

J. Lea Hillman Simonds '69
A.B. (1994, 2004)
Pittsburgh, PA

John Spencer
A.B., Ph.D. (1998, 2003)
Wainscott, NY

Marna C. Whittington
A.B., M.S., Ph.D. (1999, 2004)
Wilmington, DE

Kendrick R. Wilson III
A.B., M.B.A. (1999, 2004)
Katonah, NY

ALUMNI TRUSTEES

Frederick M. Fritz '68
A.B., M.B.A. (1999, 2004)
Concord, MA

Jane W. Harvey '85
A.B., J.D., LL.M. (1996, 2001)
Seattle, WA

James R. Keyes '71
A.B., M.B.A.. (2000, 2005)
Brattleboro, VT

Roxanne McCormick Leighton '67
A.B. (1996, 2001)
Bolton, MA

Michael C. Obel-Omia '88
A.B., M.A. (1997, 2003)
Needham, MA

Mary MacArthur Wendell '69
A.B. (1999, 2004)
Milton, MA

Trustees Emeriti

(Dates indicate year of first election to Board of Trustees and effective date of emeritus status.)

James I. Armstrong
Ph.D., LL.D., L.H.D., Litt.D. (1963, 1975)
South Berwick, ME

Mary Williams Brackett '36
A.B., M.A., Ph.D., Litt.D. (1969, 1984)
Wilton, CT

Dort A. Cameron III '67
A.B., M.B.A. (1983, 1998)
Bedford Hills, NY

Allan R. Dragone, Sr., '50
A.B., LL.D. (1978, 1994)
Darien, CT

Willard T. Jackson '51
A.B., M.B.A., LL.D. (1973, 1993)
Cornwall, VT

C. Irving Meeker '50
A.B., M.D. (1979, 1995)
Portland, ME

Jonathan O'Herron
A.B., M.B.A. (1980, 1996)
New York, NY

Patricia Judah Palmer '57
A.B. (1982, 1997)
Wellesley Hills, MA

Milton V. Peterson '58
A.B., L.H.D. (1983, 1998)
Fairfax, VA

W. Kyle Prescott '49
A.B. (1978, 1994)
Mississauga, ON, Canada

Raymond J. Saulnier '29
B.S., M.A., Ph.D., LL.D. (1958, 1979)
Chestertown, MD

David E. Thompson '49
A.B. (1974, 1995)
Panton, VT

Hilton A. Wick
A.B., LL.B. (1969, 1984)
Burlington, VT

Robert P. Youngman '64
A.B., D.A.H. (1980, 1996)
New York, NY

ADMINISTRATION AND STAFF 2000-2001

Calendar year indicates first date of appointment; second date, appointment to present position

OFFICE OF THE PRESIDENT

President
John M. McCardell, Jr., A.B., Ph.D., Litt.D. (1976, 1992)

Executive Assistant to the President, Secretary of the Corporation
Betsy M. Etchells, A.B. (1981, 1988)

Secretary of the College
Eric L. Davis, A.B., M.A., Ph.D. (1980, 1997)

ACADEMIC PROGRAM

Executive Vice President and Provost of the College
Ronald D. Liebowitz, A.B., M.A., Ph.D. (1984, 1995)

Associate Provost for Institutional Diversity
Roman Graf, M.A., Ph.D. (1993, 1999)

Senior Consultant on Diversity
Leroy Nesbitt, Jr., A.B., J.D. (1992)

Assistant Provost; Director of the Center for Educational Technology
Carole Cavanaugh, A.B., Ph.D. (1990, 1999)

Assistant Provost
Timothy Spears, A.B., Ph.D. (1990, 1999)

Assistant to the Provost
Cathy Bilodeau, A.A. (1986, 1995)

Dean of the Faculty
Robert Schine, A.B., M.A., Ph.D. (1985, 1997) (on leave)

Acting Dean of the Faculty
Alison Byerly, A.B., M.A., Ph.D. (1989, 1998)

Assistant to the Dean of the Faculty
Donna L. McDurfee, A.B. (1989)

Associate Dean of the Faculty
Michael Geisler, Ph.D. (1992, 2000)
James Larrabee, B.S., M.A., Ph.D. (1986, 1998)

Assistants to the Academic Administration
Susan H. Perkins (1990)
Mari C. Price (1988-90, 1994)

Director of the Center for the Arts
Susan E. Stockton, A.B., M.F.A. (1995)

Administrative Director of the Science Center
Timothy H. Wickland, A.B. (1986)

Director of Writing and First-Year Seminar Program
Kathleen Skubikowski, A.B., M.A., Ph.D. (1983, 1989)

Director of Academic Support
Janine Clookey, B.S., M.S. (1984, 1991)

Director of Student Fellowships and Scholarships
Arlinda Ardister Wickland, A.B., M.A. (1980, 1997)

Coordinator, Americans with Disabilities Act Services
Elizabeth Christensen, A.B. (1995)

LIBRARY

College Librarian
Ronald E. Rucker, A.B., M.A., M.L.S. (1976)

Associate College Librarian
Hans Raum, A.B., M.L.S. (1975, 1977)

Abernethy Curator and Archivist
Robert Buckeye, A.B., M.A., M.L.S. (1971, 1973)

Catalog Librarian
Cynthia Watters, A.B., M.L.S. (1975, 1985)

College Librarian for Budget and Collection Management
Joanne A. Schneider, A.B., M.L.S. (1980, 1999)

Foreign Languages Reference and Acquisitions Librarian
Joy Pile, A.B., M.M., M.L.S. (1989, 1999)

Head of Circulation Services
Judith Watts, A.B., M.L.S. (1980, 1993)

Music Librarian
Jerry McBride, B.M., M.M., M.L.S. (1986)

Reference Librarian
Jean Simmons, A.B., M.L.S. (1984, 1985)

Reference Librarian; Instruction Librarian
Patricia Gray, A.B., M.L.S. (1989, 1990)

Head of Reference Services
Susan W. Tucker, A.B., M.L.S. (1976, 1999)

Armstrong (Science) Librarian
Louise S. Zipp, B.A., M.A., M.L.S. (1999)

Systems Librarian
Michael Lynch, A.B., M.L.S. (1996)

Davison Librarian
Christopher Brady, B.A., M.L.S. (1990, 1997)

Music Cataloger and Music Archives Librarian
Terry Simpkins, B.S., MM., M.L.S. (1999)

Assistant Catalog Librarian
Richard D. Jenkins, B.S., M.A., M.L.S. (1999)

MUSEUM OF ART

College Curator; Director of the Museum of Art
(on leave)
Richard H. Saunders, A.B., M.A., M. Phil., Ph.D. (1985)

Associate Director of the Museum of Art
Maurene (Emmie) Donadio, A.B., M.A., M. Phil., Ph.D. (1977, 1990)

Curator of Education, Museum of Art
Sandra M. Olivo, A.B. (1995)

Museum Coordinator, Museum of Art
JoAnn E. Keeler, A.B. (1993)

Museum Monitor Supervisor and Technical Assistant, Campus Security/Museum of Art
Wayne S. Darling, A.B. (1992)

Museum Designer and Technician, Museum of Art
Kenneth J. Pohlman, B.F.A. (1986)

Registrar, Museum of Art
Margaret W. Wallace, A.B. (1997)

Museum Receptionist, Museum of Art
Sara K. DeVries, A.B. (1999)

INFORMATION TECHNOLOGY SERVICES

Director of Information Technology Services
Jeffrey R. Rehbach, A.B., M.A., M.L.S. (1981, 1999)

Director of Administrative Information Systems
Ronald A. McKinnon, A.B., M.S. (1980, 1995)

Director of Computing and Network Services
Thomas J. Cutter, A.A. (1993, 1999)

Associate Director of Computing and Network Services
Carol Peddie, A.B. (1996, 1999)

Director of ITS Outreach and Customer Services
Mary Backus, A.B. (2000)

Director of Instructional Technology
Sheldon C. Sax, A.B., M.A. (1984, 1995)

Director of Media Services
Ernest R. Longey (1974, 1995)

Director of Telephone Services
Margaret A. Fischel, A.B. (1985, 1995)

STUDENT SERVICES

Dean of Student Affairs
Ann Craig Hanson, A.B., M.Ed., Ph.D. (1988, 1999)

Associate Dean of Student Affairs; Director of National Coalition Building Institute; International Student Adviser
Kathy Foley-Giorgio, A.B., M.Ed. (1997, 1999)

Associate Dean of Student Affairs
Marichal Gentry, B.A., M.S.W. (1999)

Director of Undergraduate Records
Lucinda A. Belanger (1976, 1983)

Associate Dean of Student Affairs; Director of Public Safety
Elizabeth Boudah, A.B. (2000)

Executive Director, Career Services Office
Jaye Roseborough, B.S., M.S.(1999)

Chaplain
Laurel Macaulay Jordan, A.B., M.Div., M.A. (1996)

Director of the Center for Counseling and Human Relations
Gary F. Margolis, A.B., Ph.D. (1972)

Director of Health Education; Educational Coordinator of Sexual Harassment Prevention
Marianna McShane, A.B., M.A. (1982, 1990)

Administrative Director of the George Parton Health Center
Kathleen A. Ready, B.S.N., M.S.N. (1992)

Director of Student Activities
Tiffany Sargent, A.B. (1985, 1989)

Director of Academic Support
Janine Clookey, B.S., Sc.M. (1984, 1991)

Dean of Advising
Karl L. Lindholm, A.B., M.A., Ph.D. (1976, 1991)

Dean of Commons
Katherine Ebner, A.B. (1992, 1999)

Associate Dean of Commons
Francy Magee, B.A., M.Ed. (1995, 1999)

Dean of Wonnacott Commons
Matthew Longman, A.B., M.Ed. (1989, 1999)

Dean of Atwater Commons
Scott Barnicle, A.B., M.Ed. (1998, 1999)

Dean of Brainerd Commons
Joianne L. Smith, B.A., M.S., Ph.D. (1999)

Dean of Ross Commons
Maria Trumpler, A.B., M. Phil., Ph.D. (1999)

Dean of Cook Commons
David Edleson, M. H. L., Rabbinic Ordination

Residential Systems Coordinator
Hikaru Kozuma, A.B. (1998, 2000)

ADMISSIONS AND FINANCIAL AID

Dean of Enrollment Planning
Michael D. Schoenfeld, A.B., M.Ed. (1981, 1995)

Director of Admissions
John E. Hanson, A.B., M.A., Ed.D. (1991, 1995)

Assistant to Dean of Enrollment Planning and Director of Admissions
Carol A. Bushey, A.A. (1982, 1995)

Associate Director of Admissions
Onis Cheathams, A.B. (1997)

Associate Director of Admissions
Caroline S. Donnan, A.B., M.Ed. (1986, 1992)

Associate Director of Admissions
Kathy M. Lindsey, A.B. (1983, 1989)

Associate Director of Admissions
Barbara H. Marlow, A.B. (1983, 1993)

Associate Director of Admissions
Carolyn L. Perine, A.B. (1973, 1982)

Associate Director of Admissions
Bertram D. Phinney, A.B. (1973, 1982)

Assistant Director of Admissions and Financial Aid
Douglas A. Badger, A.B. (1996, 1999)

Assistant Director of Admissions
Benjamin Lucas, A.B. (1997, 1999)

Assistant Director of Admissions
Alyssa J. Sinclair, A.B., M.A. (1996, 1998)

Admissions Counselor
Rick Greene, A.B. (1999)

Admissions Counselor
Michelle McKenzie Nelson, A.B. (1999)

Director of Financial Aid
Robert Donaghey, A.B., M.A. (1984)

Associate Director of Financial Aid
Patricia L. Santner, B.S. (1985)

Assistant Director of Financial Aid
Jacqueline Davies, A.B. (1992, 1997)

Assistant Director of Financial Aid
Steven W. Dwire, A.B. (1997)

Loan Coordinator/Office Manager
Mary T. Brady, B.A., (1998)

Financial Aid Assistant
Gail J. Rothman, B.S. (1987)

Financial Aid Assistant
Marguerite Corbin (1997)

ATHLETICS PROGRAM

Director of Athletics
Russell L. Reilly, A.B., M.Ed. (1977, 1997)

Assistant Director of Athletics; Coach of Women's/Men's Tennis
Gail D. Smith, B.S., M.Ed. (1977)

Coach of Nordic Skiing, Men's/Women's Cross-Country Coach of Nordic Skiing
Terry L. Aldrich, B.S. (1975)

Coach of Men's Ice Hockey, Golf
William Beaney, A.B. (1986)

Coach of Men's/Women's Track; Strength Coach
Martin Beatty, A.B. (1987)

Coach of Men's Basketball; Assistant Coach of Women's Soccer
Jeffrey C. Brown, A.B. (1997)

Director of Men's/Women's Swimming; Director of Natatorium
Peter Solomon, B.S., M.A. (1997)

Coach of Field Hockey, Women's Lacrosse
Carson W. Foote, B.S. (1977)

Coach of Women's Soccer and Softball
Diane R. Boettcher, B.S., M.Ed. (1998) (1994)

Coach of Women's Basketball
Noreen B. Pecsok, A.B. (1998)

Coach of Football
Michael G. Heinecken, B.S., M.Ed. (1973)

Coach of Women's Ice Hockey; Assistant Coach of Football
William Mandigo, A.B. (1988)

Coach of Men's Lacrosse; Assistant Coach of Football
Erin Quinn, A.B., M.A.T. (1990)

Coach of Men's Soccer, Women's Squash
David J. F. Saward, B.Ed., M.Ed. (1985)
Coach of Men's/Women's Alpine Skiing

Assistant Coach of Men's Soccer
Mark D. Smith, A.B. (1994)
Coach of Baseball; Director of Club Sports/Intramurals

Director of Physical Education
Robert L. Smith, A.B., M.A. (1979)

Assistant Coach of Cross Country, Indoor and Outdoor Track
Molly J. Enman, A.B. (1999)

Assistant Coach of Field Hockey, Women's Lacrosse
Randi H. Borgen, A.B. (1999)

Assistant Coach of Football, Men's Lacrosse
Robert D. Ritter, A.B. (1995)

Assistant Coach of Women's Nordic Skiing, Track
Patricia Ross-Tran, B.S. (1988)

Head Athletic Trainer
David P. Matthews, B.S., M.A. (1983)

Athletic Trainer
W. Kelly Cray, B.S. (1993)

Athletic Trainer
Kimberly V.M. Cunningham, M.S.A.T.C. (1996)

Physical Therapist
Susan E. Murphy, A.B. (1976)

EXTERNAL AFFAIRS

Vice President for External Affairs
William F. Melton II, A.B. (1993)

Director, External Affairs Administration
Shelley Glassner, A.B., M.A.T. (1988, 1993)

College Editor
Rachel Morton, A.B. (1994)

Director of Annual Giving
Ruth L. Henry, A.B., M.S.(1997, 1999)

Director of the Bicentennial Campaign
Penelope Peoples, A.B., Ph.D. (1997)

Director of Bicentennial Planning
Mona M. Wheatley, A.B., M.Ed. (1980, 1995)

Director of Development
Ann E. Crumb, A.B., M.A. (1990, 1994)

Director of Grants
Susan Véguez, A.B., M.A. (1979, 1984)

Director of Principal Gifts
Ann Jones-Weinstock, A.B., M.S. (1995)

Director of Public Affairs
Philip G. Benoit, A.B., M.A. (1996)

Director of Publications and Web Communications
Steven K. Metzler, B.S., M.A., M.F.A. (1989, 2000)

Director of Research and Records
Kim Ehritt, A.B. (1982, 1988)

Executive Secretary, Alumni Association
Hugh Marlow, A.B. (1980, 1994)

BUSINESS MANAGEMENT

Vice President of Administration, Treasurer
F. Robert Huth, Jr., A.B., M.B.A., C.P.A. (1998, 1999)

Director of Human Resources; Assistant Treasurer
Thomas J. Corbin, B.B.A. (1989, 1994)

Associate Director of Human Resources
C. Drew Macan, SPHR, B.A. (1999)

Assistant Director of Human Resources for Compensation
Sandra E. White, A.B. (1992, 1998)

Assistant Director of Human Resources for Benefits
Martin V. Thompson (1996, 1999)

Assistant Director of Human Resources for Staff Development
April E. Tuck, B.S., M.S., C.C.C.(1999)

Assistant Treasurer and Comptroller
Philip A. Yauch, B.B.A., C.P.A. (1989, 1994)

Gift and Endowment Officer
Rhoda M. Rader, B.S. (1979, 1996)

Bursar
Sandra L. Vivian, A.B., M.B.A. (1991, 1997)

Budget Director
Amy Jo Emerson, B.S., M.S., C.A., C.P.A. (1973, 1999)

Investment Administrator
Derek Hammel, B.S. (1997)

Director of Operations
George W. Whitney, Jr., A.B. (1973, 1983)

Director of Space Management
C. Randall Landgren, A.B., M.A., Ph.D. (1977, 1999)

Purchasing Agent
Howard W. Brush (1980, 1983)

Director of Facilities Management
Jon C. Woodbury, B.S. (1978)

Assistant Director of Facilities Management for Engineering and Utilities
Arthur J. Thorne (1968, 1980)

Assistant Director of Facilities Management for Facilities Maintenance and Operation
Norman D. Cushman, A.A.S., B.S., M.B.A. (1990)

Assistant Director of Facilities Management for Custodial Services
Linda L. Ross (1980, 1994)

Director of Dining Services
Peter J. Napolitano, B.S., M.S. (1997)

Manager of College Store
Robert T. Santry, A.B. (1993)

Manager of Mailing Service and Reprographics
Steven K. Goodman (1983, 1994)

College Forester
Stephen W. Weber, A.B., M.S. (1978, 1980)

FACILITIES PLANNING

Executive Vice President for Facilities Planning
David W. Ginevan, B.S., M.Ed., M.B.A. (1973, 1999)

Director of Institutional Research
Rebecca Brodigan, A.B., M.P.A. (1998)

Program Manager
Tom McGinn (1999)

Manager/PGA Golf Professional
Jim Dayton (1999)

Manager of Snow Bowl
Peter Mackey, B.A. (1987, 1995)

BREAD LOAF SCHOOL OF ENGLISH

Director of the Bread Loaf School of English
James H. Maddox, A.B., M.A., Ph.D. (1989)

On-Site Director of Bread Loaf at Lincoln College, Oxford, England
Stephen Donadio, A.B., M.A., Ph.D. (1993, 1998)

On-Site Director of Bread Loaf in New Mexico
Tilly Warnock, A.B., M.A., Ph.D. (1995)

On-Site Director of Bread Loaf in Alaska
Lucy Maddox, A.B., M.A., Ph.D. (1999)

Administrative Associate Bread Loaf School of English
Elaine Lathrop (1980)

BREAD LOAF WRITERS' CONFERENCE

Director of the Bread Loaf Writers' Conference
Michael Collier, A.B., M.F.A. (1995)

Administrative Director of the Bread Loaf Writers' Conference
Devon Jersild, A.B., M.A. (1995)

Administrative Assistant and Coordinator of Admissions of the Bread Loaf Writers' Conference
Carol Knauss, A.B. (1975, 1989)

LANGUAGES AND INTERNATIONAL STUDIES

Dean of Language Schools and Schools Abroad
Michael R. Katz, A.B., M.A., D. Phil. (1983, 1998)

Senior Assistant to the Dean of Languages and International Studies; Coordinator of Graduate Alumni Affairs
Elizabeth Karnes, A.B. (1986, 1989)

Assistant to the Dean of Languages and International Studies
Linda D. Marchica, A.A. (1975, 1977)

Director of Academic Records for the Language Schools and Bread Loaf School of English
Marilyn L. Ewell, A.B.S. (1971, 1980)

Director of Marketing and Communications for the Language Schools
Robert J. Keren, A.B. (1997)

Administrative and Operations Manager for the Language Schools
Christa E. Clifford, A.B. (1998)

Budget Assistant and Faculty Personnel Coordinator for the Language Schools
Sandra A. Bonomo (1986, 1995)

Director of the School of Arabic
Nabil M.S. Abdelfattah, A.B.., M.A., Ph.D. (1984, 1998)

Director of the Chinese School
T. Richard Chi, A.B., M.A., Ph.D. (1992)

Director of the French School
Jean-Claude Redonnet, Agrégation, Doctorat IIIème cycle, Doctorat d'Etat és-lettres (1980, 1998)

Director of the German School
Jochen H. Richter, M.A., Ph.D. (1991, 1997)

Director of the Italian School
Michael Lettieri, A.B., M.A., Ph.D. (1988, 1995)

Director of the Japanese School
Dennis C. Washburn, A.B., M.A., Ph.D. (1991, 2000)

Director Designate of the Russian School
Benjamin Rifkin, A.B., M.A., A.M., Ph.D. (1990,1999)

Director of the Spanish School
Karen E. Breiner-Sanders, A.B., M.A., Ph.D. (1998)

Director of Off-Campus Study
David A.J. Macey, A.B., M.A., M.Phil., Ph.D. (1978, 1995)

Associate Director of Off-Campus Study
Elizabeth B. Ross, A.B., Ed.M. (1997)

Director of the School in France
Carol Rifelj, A.B.,M.A., Ph.D. (1972, 2000)

Director of the School in Germany
To be announced

Director of the School in Italy
Anna L. Barsanti (1976)

Director of the School in Spain
Kim Griffin, A.B., M.A., Ph.D. (1982, 1996)

Director of the School in Russia
To be announced

FACULTY

(This list reflects faculty status as of May 3, 2000)

John M. McCardell, Jr.
A.B., Litt.D., Washington and Lee University; Ph.D., Harvard University
President (1992); Professor of History (1976)

Ronald D. Liebowitz
A.B., Bucknell University; M.A., Ph.D., Columbia University
Executive Vice President and Provost (1995); Professor of Geography (1984)

Roman Graf
M.A., University of Oregon; Ph.D., University of North Carolina
Associate Provost (1999); Associate Professor of German (1993)

Carole Cavanaugh
A.B., Temple University; Ph.D., Yale University
Assistant Provost (1999), Director of the Center for Educational Technology; Associate Professor of Japanese (1990)

Timothy B. Spears
A.B., Yale University; Ph.D., Harvard University
Assistant Provost (1999); Associate Professor of American Literature and Civilization (1990)

Eric L. Davis
A.B., Brown University; M.A., Ph.D., Stanford University
Secretary of the College (1997); Professor of Political Science (1980)

Robert S. Schine
A.B., Kenyon College; M.A., Universität Freiburg; Ph.D., Jewish Theological Seminary of America
Dean of the Faculty (1997); Professor of Religion (1985); Curtis C. and Else Silberman Professor of Jewish Studies (2000); on leave

Alison Byerly
A.B., Wellesley College; M.A., Ph.D., University of Pennsylvania
Acting Dean of the Faculty (1998); Associate Professor of English (1989)

Michael E. Geisler
Wissenschaftliche Prüfung für das Lehramt an Gymnasien, Universität Mannheim; Ph.D., University of Pittsburgh
Associate Dean of the Faculty (2000); Professor of German (1992)

James A. Larrabee
B.S., Trinity College; M.A., Ph.D., Princeton University
Associate Dean of the Faculty (1998); Professor of Chemistry (1986)

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Stephen B. Abbott
A.B., Colgate University; M.S., Ph.D., University of Virginia
Assistant Professor of Mathematics (1993)

Katherine Smith Abbott
A.B., St. Olaf College; M.A., Ph.D., Indiana University
Visiting Assistant Professor of History of Art and Architecture (1996); part-time

Eve Adler
A.B., Queens College; M.A., Brandeis University; Ph.D., Cornell University
Professor of Classics (1977)

Terry L. Aldrich
B.S., St. Lawrence University
Assistant Professor of Physical Education (1975)

Holly M. Allen
A.B., Brown University; Ph.D., Yale University
Assistant Professor of American Literature and Civilization (1994); on leave

Julia Alvarez
A.B., Middlebury College; M.A., Syracuse University
Writer-in-Residence (1988); part-time

Glenn M. Andres
B. Arch., Cornell University; M.F.A., Ph.D., Princeton University
Professor of History of Art and Architecture (1970)

Alicia B. Andreu-Sprigg
A.B., Chapman College; M.A., University of Wisconsin; Ph.D., University of Oregon
Professor of Spanish (1976)

Richard T.W. Arthur
A.B., Oxford University; M.A., McGill University; Ph.D., University of Western Ontario
Professor of Philosophy (1985)

Cynthia Packert Atherton
A.B., University of Pittsburgh; M.A., Ph.D., Harvard University
Professor of History of Art and Architecture (1987-88, 1989)

Youngsoo Bae
A.B., M.A., Seoul National University; Ph.D., Harvard University
Visiting Scholar, Department of History (2000)

David H. Bain
A.B., Boston University
Lecturer in English (1987); part-time

Carol Bakhos
A.B., Boston College; M.A., Harvard University; Ph.D., Jewish Theological Seminary
Visiting Assistant Professor of Religion (1998)

Cates Baldridge
A.B., Johns Hopkins University; M.A., Ph.D., University of Virginia
Professor of English (1986)

Mireille Barbaud-McWilliams
Ph.D., Université de Paris X-Nanterre
Visiting Assistant Professor of French (1979, 1989); part-time

Ian J. Barrow
A.B. Wesleyan University; M.A., University of Virginia; Ph.D., University of Chicago
Assistant Professor of History (1998)

Stanley P. Bates
A.B., Dartmouth College; A.B., M.A., Oxford University; M.A., Ph.D., Harvard University
Professor of Philosophy (1971)

William Beaney
A.B., University of New Hampshire
Assistant Professor of Physical Education (1986)

Martin C. Beatty
A.B., Middlebury College
Assistant Professor of Physical Education (1986)

Daniel P. Bedford
A.B., Jesus College, University of Oxford; M.A., Ph.D., University of Colorado
Assistant Professor of Geography (1997); on leave

Eduardo C. Béjar
A.B., B.Arch., Rice University; M.A., Ph.D., University of Massachusetts
Professor of Spanish (1985)

Evan N. Bennett
A.B., Harvard University; M.M., Juilliard School; M.F.A., Princeton University
Visiting Instructor in Music (1993)

John D. Berninghausen
A.B., University of Minnesota; M.A., Ph.D., Stanford University
Professor of Chinese (1976); Charles A. Dana Professor (1993)

John A. Bertolini
A.B., Manhattan College; M.A., Ph.D., Columbia University
Professor of English and Film (1975); George Adams Ellis Professor of Liberal Arts (1997)

Mary Ellen Bertolini
A.B., College of New Rochelle; M.A.T., Wesleyan University; M.A., Middlebury College
Lecturer, Tutor in Writing (1993)

Thomas R. Beyer, Jr.
B.S., Georgetown University; M.A., Ph.D., University of Kansas
Professor of Russian (1975); on leave

Timothy Billings
A.B., Pomona College; M.F.A., M.A., Ph.D., Cornell University
Assistant Professor of English (1998)

Erik Bleich
A.B., Brown University; M.A., Ph.D., Harvard University
Assistant Professor of Political Science (1999)

Suzanne Bocanegra
B.F.A., University of Texas; M.F.A., San Francisco Art Institute
Visiting Assistant Professor of Studio Art (1988); teaching winter, spring

Diane Boettcher
B.S., M.Ed., University of Vermont
Assistant Professor of Physical Education (1998)

Priscilla Bremser
A.B., Smith College; M.A., Ph.D., Johns Hopkins University
Professor of Mathematics (1984); on leave

Amy J. Briggs
A.B., Dartmouth College; M.S., Ph.D., Cornell University
Assistant Professor of Mathematics and Computer Science (1994)

Pieter B. F. J. Broucke
B.Arch., Higher Institute of Architecture, Belgium; M.A., University of Minnesota; M.A., M. Phil., Ph.D., Yale University
Assistant Professor of History of Art and Architecture (1995); on leave

Jeffrey C. Brown
A.B., University of Vermont
Assistant Professor of Physical Education (1997)

David A. Bumbeck
B.F.A., Rhode Island School of Design; M.F.A., Syracuse University
Professor of Studio Art (1968)

Richard C. Bunt
A.B., M.S., Northwestern University; Ph.D., Stanford University
Assistant Professor of Chemistry and Biochemistry (1998)

James P. Butler, Jr.
B.F.A., Rhode Island School of Design; M.F.A., Indiana University
Professor of Studio Art (1981); on associate status

Jeffrey H. Byers
B.S., University of Rochester; Ph.D., Dartmouth College
Professor of Chemistry (1986); on leave

Jacqueline G. Campbell
A.B., University of South Florida; M.A., Ph.D.,Duke University
Visiting Instructor in History (2000)

Penny Campbell
A.B., Bennington College
Lecturer in Dance (1985)

Susan M. Campbell
B.S., Denison University; M.A., Ph.D., University of California, Los Angeles
Associate Professor of Psychology (1993)

Sandra Carletti
Diploma, University of Bologna; M.A., Ph.D., Johns Hopkins University
Associate Professor of Italian (1991)

Jeffrey Carpenter
B.S., University of Minnesota; M.A., University of Massachusetts
Assistant Professor of Economics (1999)

Jeffrey W. Cason
A.B., Earlham College; M.A., Ph.D., University of Wisconsin
Assistant Professor of Political Science (1994)

David Castronuovo
A.B., Yale University; M.S., Indiana University; M.A., M.Phil., Ph.D., Columbia University
Assistant Professor of Italian (1994, 1996); on leave

Natasha Chang
A.B., Wellesley College; M.A., University of Wisconsin
Visiting Instructor in Italian (2000)

Jane Chaplin
A.B., Brown University; M.A., Ph.D., Princeton University
Associate Professor of Classics (1992)

Gregory Kuei-ke Chiang
A.B., National Taiwan University; M.A., University of Vermont
Lecturer in Chinese (1976)

Sunhee Choi
B.S., Seoul National University; M.A., Korean Advanced Institute of Science; Ph.D., Princeton University
Professor of Chemistry and Biochemistry (1987)

Robert R. Churchill
B.S., M.S., Northern Illinois University; Ph.D., University of Iowa
Professor of Geography (1978); William R. Kenan, Jr., Professor (1997); on leave

Michael Paul Claudon
A.B., University of California, Berkeley; Ph.D., Johns Hopkins University
Professor of Economics (1970) on leave spring

François Clemmons
B.M., Oberlin College; M.F.A., Carnegie-Mellon University; D.A. (Hon.), Middlebury College
Twilight Artist-in-Residence (1998)

Janine Clookey
B.S., State University of New York, Buffalo; M.S., Brown University
Lecturer in Mathematics (1984); Director of Academic Support (1991)

Robert G. Cluss
A.B., Boston University; Ph.D., Ohio State University
Associate Professor of Chemistry (1986, 1990)

Robert Cohen
A.B., University of California, Berkeley; M.F.A., Columbia University
Associate Professor of English (1997)

Raymond A. Coish
B.S., Memorial University of Newfoundland; Ph.D., University of Western Ontario
Professor of Geology (1979)

David C. Colander
A.B., M.A., M.Phil., Ph.D., Columbia University
Professor of Economics (1982); Christian A. Johnson Professor of Economics (1982); on leave fall

Marcia L. Collaer
A.B., Bradley University; M.A., University of South Carolina; M.S., University of Arizona; M.A., Ph.D., University of California, Los Angeles
Assistant Professor of Psychology (1996); on leave

Walker Connor
A.B., University of Massachusetts; M.A., Ph.D., Georgetown University
Visiting Professor of Political Science and Distinguished Scholar-in-Residence (1998); teaching fall

Parker H. Croft
A.B., Williams College; M.Arch., Harvard University
Visiting Assistant Professor of Architecture (1990); part-time

Armelle Crouzières-Ingenthron
D.E.U.G., Licence ès Lettres, Maîtrise ès Lettres, D.E.A., Université Paris-Sorbonne (Paris IV); M.A., Ph.D., Boston College
Assistant Professor of French (1997); on leave

Malcolm Phillip Cutchin
A.B., University of Texas; M.A., Ph.D., University of Kentucky
Assistant Professor of Geography (1995)

Peter H. Dana
A.B., Wesleyan University; M.A., Ph.D., University of Texas
Visiting Assistant Professor of Geography (2000)

Darién J. Davis
A.B., St. John's College; M.A., University of Notre Dame; Ph.D., Tulane University
Associate Professor of History (1992)

Kyoko Hayasaka Davis
A.B., Tsuru University; M.A., St. Michael's College
Lecturer in Japanese (1991)

Sergei Davydov
A.B., Charles University; M.A., Ludwig-Maximillian Universität; Ph.D., Yale University
Professor of Russian (1976-78, 1988)

Matthew H. Dick
B.S., University of Alaska; M.S., Western Washington University; Ph.D., Yale University
Assistant Professor of Biology (1995)

Matthew T. Dickerson
A.B., Dartmouth College; M.S., Ph.D., Cornell University
Associate Professor of Computer Science (1989)

Matthew J. Dickinson
A.B., Boston College; M.A., Ph.D., Harvard University
Assistant Professor of Political Science (1999)

Susan M. DiGiacomo
A.B., M.A., Ph.D., University of Massachusetts
Visiting Assistant Professor of Sociology and Anthropology (1999)

Stephen Donadio
A.B., Brandeis University; M.A., Université de Paris-Sorbonne; Ph.D., Columbia University
Professor of American Literature and Civilization and Literary Studies (1977); John Hamilton Fulton Professor of Humanities (1998)

David R. Dorman
Sc.B., Hobart College; Sc.M., Ph.D., Brown University
Professor of Mathematics (1984)

Murray P. Dry
A.B., M.A., Ph.D., University of Chicago
Professor of Political Science (1968); Charles A. Dana Professor (1994)

Jeffrey S. Dunham
B.S., University of Washington; M.S., Ph.D., Stanford University
Professor of Physics (1983)

David A. Eaton
A.B., Harvard College; M.P.H., University of California, Los Angeles
Instructor in Anthropology (1998)

John C. Elder
A.B., Pomona College; Ph.D., Yale University
Professor of English and Environmental Studies (1973); Philip Battell Stewart and Sarah Frances Cowles Stewart Professor (1995); on leave

John D. Emerson
A.B., University of Rochester; M.S., Ph.D., Cornell University
Professor of Mathematics (1973); on leave

Jule Emerson
A.B., St. Cloud State University; M.F.A., New York University
Artist-in-Residence, with the rank of Assistant Professor of Theatre (1990)

Elizabeth Endicott
A.B., Trinity College, CT; M.A., Yale University; M.A., Ph.D., Princeton University
Associate Professor of History (1983, 1995)

Elizabeth Leigh Ennen
B.A., University of North Carolina; Ph.D., McGill University
Assistant Professor of Philosophy (1996); on leave fall

Isabel Estrada
A.B., Universidad de Sevilla; M.A., University of Michigan; M.Phil., Ph.D., Columbia University
Visiting Assistant Professor of Spanish (2000)

Mark Evancho
A.B., Baldwin-Wallace College; M.F.A., Western Illinois University
Associate Professor of Theatre (1991); on leave winter, spring

Deborah Marie Evans
A.B., University of Michigan; M.A., University of North Carolina
Visiting Instructor in American Literature and Civilization (1996); part-time

Cheryl Faraone
A.B., M.F.A., Catholic University of America; Ph.D., Florida State University
Professor of Theatre and Women's and Gender Studies (1986)

Christopher L. Fastie
A.B., Johns Hopkins University; M.S., University of Vermont; Ph.D., University of Alaska, Fairbanks
Visiting Scholar, Department of Biology (1998)

Dwight Fee
B.S., Virginia Commonwealth University; M.A., University of Essex, UK; Ph.D., University of California, Santa Barbara
Assistant Professor of Sociology (1998)

Valentin R. Ferdinán
Lic., University de la República; M.A., Ph.D., Stanford University
Assistant Professor of Spanish (1998)

Miguel Fernández
A.B., M.A., Middlebury College; M.A., Ph.D., Johns Hopkins University
Assistant Professor of Spanish (1995); on leave

Carson W. Foote
B.S., Springfield College
Assistant Professor of Physical Education (1977)

Michel Gabrielli
Diplôme, Lycée Buffon
Visiting Lecturer in French (1994); part-time

Randall T. Ganiban
A.B., Yale University; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1996); on leave

Barbara E. Ganley
A.B., Williams College; M.A., Middlebury College
Lecturer and Tutor in Writing (1990); teaching fall, winter

Marc Garcelon
A.B., University of Washington; M.A., Ph.D., University of California, Berkeley
Assistant Professor of Sociology (1998)

William O. Gardner
A.B., Columbia University; M.A., Ph.D., Stanford University
Visiting Assistant Professor of Japanese (1999)

Erin Girdler
A.B., University of Virginia; M.E.S., Yale School of Forestry and Environmental Studies
Visiting Scholar, Department of Biology (1999); part-time

Concetta M. Gomez
A.B., University of California, Berkeley
Instructor in Mathematics (2000)

Gloria E. González-Zenteno
Lic., Universidad Autonoma de Guadalajara; M.A., Ph.D., State University of New York, Stony Brook
Assistant Professor of Spanish (1996)

Rebecca Kneale Gould
A.B., Harvard and Radcliffe Colleges; M.A., Emory University; Ph.D., A.M., Harvard University
Assistant Professor of Religion (1998)

Heidi E. Grasswick
A.B., University of Victoria; M.A., Dalhousie University; Ph.D., University of Minnesota
Assistant Professor of Philosophy (1996); on leave

Arthur St. Leger Grindon
A.B., University of California, Berkeley; M.A., Ph.D., New York University
Professor of Film/Video (1987)

Ann Craig Hanson
A.B., Stanford University; M.Ed., Harvard University; Ph.D., University of California, Los Angeles
Dean of the College (1997); Dean of Student Affairs (1991)

William B. Hart
A.B., Ohio Wesleyan University; M.A., Ph.D., Brown University
Assistant Professor of History (1993)

Michael G. Heinecken
B.S., M.Ed., University of Delaware
Assistant Professor of Physical Education (1973)

Dana L. Helmreich
A.B., Franklin and Marshall College; M.S., Ph.D., University of Pittsburgh
Visiting Scholar, Department of Biology (1999); Visiting Assistant Professor of Psychology (1999); part-time

Guntram H. Herb
Diplom, Vordiplom, Eberhard-Karls-Universität; Ph.D., University of Wisconsin
Associate Professor of Geography (1993)

Jennifer N. Heuer
A.B., M.A., Ph.D., University of Chicago
Assistant Professor of History (2000)

Robert W. Hill, Jr.
A.B., M.A., Ph.D., Harvard University
Professor of English (1966); Henry Norman Hudson Professor of English (1996)

Barbara K. Hofer
A.B., University of South Florida; Ed.M., Harvard University; Ph.D., University of Michigan
Assistant Professor of Psychology (1998)

Timothy T. Huang
B.S., Massachusetts Institute of Technology; Ph.D., University of California, Berkeley
Assistant Professor of Mathematics and Computer Science (1997)

John Huddleston
A.B., Yale University; M.F.A., San Francisco State University
Professor of Studio Art (1987)

Brigitte E. Humbert
Licence, Université de Besancon, France; M.A., Ph.D., University of Nebraska
Assistant Professor of French (1995); on leave

John M. Hunisak
A.B., Williams College; M.A., Ph.D., New York University
Professor of History of Art and Architecture (1970)

Jonathan T. Isham
A.B., Harvard College; M.A., Johns Hopkins University
Instructor in Economics (1999)

Travis B. Jacobs
A.B., Princeton University; M.A., Ph.D., Columbia University
Professor of History (1965); Fletcher Proctor Professor of American History (1992)

Nan Jenks-Jay
A.B., Kent State University; M.E.S., Yale University
Director of Environmental Affairs and Planning; Lecturer (1997)

Augustus E. Jordan
A.B., Emory University; M.Div., Yale University; M.A., Ph.D., University of Notre Dame
Assistant Professor of Psychology (1996); on leave

Laurel Macauley Jordan
A.B., Middlebury College; M.Div., Yale University; M.A., University of Notre Dame
Chaplain (1996)

Peter R. Kalb
A.B., Oberlin College; Ph.D., Institute of Fine Arts of New York University
Visiting Assistant Professor of History of Art and Architecture (2000)

Daphne E. Kalotay
A.B., Vassar College; M.A., Ph.D., Boston University
Visiting Assistant Professor of English (1999)

Michael Katz
A.B., Williams College; A.B., M.A., D.Phil., Oxford University
Dean of Language Schools and Schools Abroad (1998)

Joshua Kavaler
A.B., Haverford College; Ph.D., University of Pennsylvania
Visiting Assistant Professor of Biology (1999)

John P. Keenan
A.B., Charles Borromeo Seminary; M.A., University of Pennsylvania; Ph.D., University of Wisconsin
Professor of Religion (1986); on associate status

Thomas Kelly
A.B., University of Notre Dame; M.A., Ph.D., University of California, Riverside
Assistant Professor of Economics (1997)

Constance N. Kenna
A.B., Elmira College; M.A., Yale University
Lecturer in German (1971, 1973); on leave

Christopher J. McGrory Klyza
B.S., Cornell University; M.S., Duke University; Ph.D., University of Minnesota
Professor of Political Science and Environmental Studies (1990)

Edward C. Knox
A.B., Wesleyan University; Ph.D., Yale University
Professor of French (1969); College Professor (1998)

Huguette Knox
M.A., Université d'Aix-en-Provence
Lecturer in French (1977); part-time

Kathryn Kramer
A.B., Marlboro College; M.A., Johns Hopkins University
Assistant Professor of English (1997)

Michael Kraus
A.B., University of Colorado; M.A., Ph.D., Princeton University
Professor of Political Science (1980); Frederick C. Dirks Professor of Political Science (1999)

Madeleine Kunin
B.S., University of Massachusetts; M.S., Columbia University; M.A., University of Vermont
Bicentennial Scholar-in-Residence (1999)

Bethany Ladimer
A.B., Barnard College; M.A., Ph.D., Columbia University
Professor of French (1978-81, 1986)

Marjorie E. Lamberti
A.B., Smith College; M.A., Ph.D., Yale University
Professor of History (1964); Charles A. Dana Professor (1984)

Lisa M. Landino
B.S., Nazareth College; Ph.D., University of Virginia
Assistant Professor of Chemistry (1997)

Judith A. Layzer
A.B., University of Michigan; Ph.D., Massachusetts Institute of Technology
Assistant Professor of Political Science (1998)

Russell J. Leng
A.B., Middlebury College; Ph.D., American University
Professor of Political Science (1966); James Jermain Professor of Political Economy and International Law (1997)

Karl L. Lindholm
A.B., Middlebury College; M.A., Ph.D., Case Western Reserve University
Assistant Professor of American Literature and Civilization (1981); Dean of Advising (1996)

Andrea H. Lloyd
A.B., Dartmouth College; M.S., University of Alaska; Ph.D., University of Arizona
Assistant Professor of Biology (1996); on leave

Antonia Losano
A.B., Boston University; M.A., University of North Carolina; M.A., Cornell University
Visiting Instructor in English (1999)

David A.J. Macey
A.B., Brooklyn College; M.A., M.Phil., Ph.D., Columbia University
Professor of History (1978); Director of Off-Campus Study (1995); Cornelius V. Starr Professor of Russian and East European Studies (1993)

William E. Mandigo
A.B., Wesleyan University
Assistant Professor of Physical Education (1988)

Patricia Manley
B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Associate Professor of Geology (1989)

Thomas Manley
B.S., Kent State University; M.A., M.Phil., Ph.D., Columbia University
Visiting Assistant Professor of Geology (1989); Director, Lake Champlain Research Consortium (1997)

Gary F. Margolis
A.B., Middlebury College; Ph.D., State University of New York, Buffalo
Director of the Counseling and Human Relations Center (1972); Associate Professor of English (1983)

Christopher Marshall
A.B., Middlebury College; M.F.A., University of California, Irvine
Visiting Lecturer in Theatre (1999); teaching fall

Robert P. Martin
B.S., M.S., Central Connecticut State University; M.A., Ph.D., University of Maryland
Professor of Mathematics and Computer Science (1976)

Ana Martínez-Lage
Licenciatura, Universidad de Navarra, Spain; Licence de Lettres, Université des Sciences Humaines, France; Ph.D., Pennsylvania State University
Assistant Professor of Spanish (1996); teaching winter, spring

Peter H. Matthews
A.B., McGill University; M.A., Queen's University; Ph.D., Yale University
Assistant Professor of Economics (1995)

Bettina Matthias
M.A., Universtät Hamburg; Ph.D., University of Washington
Assistant Professor of German (1999)

Tamar Mayer
A.B., University of Haifa; M.S., Ph.D., University of Wisconsin
Professor of Geography (1985)

Declan J. McCabe
B.S., St. Joseph's University; M.S., University of Pittsburgh; Ph.D., University of Vermont
Visiting Assistant Professor of Biology (2000)

Michelle McCauley
A.B., University of Iowa; M.S., Ph.D., Florida International University
Assistant Professor of Psychology (1995)

Marianna McShane
A.B., M.Ed., University of Vermont
Lecturer in Psychology (1998); part-time

John P. McWilliams, Jr.
A.B., Princeton University; M.A., Ph.D., Harvard University
Professor of American Literature and Civilization (1977); Julian W. Abernethy Professor of American Literature (1988)

Richard L. Meadows, Jr.
A.B., New College; M.A., University of Virginia; M.A., M.Phil., Yale University
Visiting Instructor in French (1999)

Claudio Medeiros
A.B., Middlebury College; M.A., University of California, Berkeley
Instructor in Theatre, Middlebury College Doctoral Fellow (1998)

Brett C. Millier
A.B., Yale University; Ph.D., Stanford University
Professor of American Literature and Civilization (1986); Reginald L. Cook Professor of American Literature (1997)

Matthew Mishkind
B.S., University of Oregon; M.A., University of Vermont
Visiting Lecturer in Psychology (2000); part-time

Donald Mitchell
A.B., Swarthmore College
Lecturer in English and Theatre (1986)

Paul Monod
A.B., Princeton University; M.A., M.Phil., Ph.D., Yale University
Professor of History (1984)

Stacy K. Moore
A.B., New College of the University of South Florida; M.A., Cornell University
Visiting Instructor in Music (2000)

Thomas E. Moran
A.B., Syracuse University; M.A., Ph.D., Cornell University
Assistant Professor of Chinese (1994)

Anne Morey
A.B., Bryn Mawr College; M.A., University of North Carolina, Chapel Hill; Ph.D., University of Texas
Assistant Professor of American Civilization and Film/Video (1999)

Kathryn T. Morse
A.B., Yale University; M.A., Utah State University; Ph.D., University of Washington
Assistant Professor of History (1997)

Kevin M. Moss
A.B., Amherst College; M.A., Ph.D., Cornell University
Professor of Russian (1983, 1985)

Kamakshi P. Murti
A.B., University of Calcutta; Ph.D., University of Illinois
Professor of German (2000)

A. David Napier
B.Phil., University of Louvain; M.Litt., D.Phil., Oxford University
Professor of Art and Anthropology (1981, 1984)

Elizabeth Napier
A.B., Kalamazoo College; M.A., Ph.D., University of Virginia
Professor of English (1978)

William R. Nash
A.B., Centre College of Kentucky; M.A., Ph.D., University of North Carolina
Assistant Professor of American Literature and Civilization (1995)

Eric G. Nelson
A.B., University of Illinois; M.A., M.F.A., University of Iowa
Professor of Studio Art (1978)

Margaret K. Nelson
A.B., Swarthmore College; Ph.D., Columbia University
Professor of Sociology (1975); A. Barton Hepburn Women's Professor (1997)

Paul E. Nelson
A.B., Augustana College; M.A., Ph.D., University of Chicago
Professor of Political Science (1963); George Nye and Anne Walker Boardman Professor of Mental and Moral Science (1990)

Peter B. Nelson
A.B., Dartmouth College; M.A., Ph.D., University of Washington
Visiting Assistant Professor of Geography (1999)

Michael R. Newbury
A.B., Wesleyan University; M.A., Ph.D., Yale University
Associate Professor of American Literature and Civilization (1993)

Huimin Niu
A.B., Capital Normal University (Beijing)
Visiting Lecturer in Chinese (2000); part-time

Charles A. Nunley
A.B., Middlebury College; Ph.D., Princeton University
Associate Professor of French (1988-89, 1991)

Nancy M. O'Connor
A.B., Swarthmore College; Ph.D., Cornell University
Professor of French (1977); Lois Watson Professor of French (1998)

Nobuo Ogawa
A.B., Keio University; M.A., University of British Columbia; Ph.D., University of Pennsylvania
Professor of Japanese (1988)

Michael Olinick
A.B., University of Michigan; M.A., Ph.D., University of Wisconsin
Professor of Mathematics (1970); John C. Baldwin Professor of Mathematics and Natural Philosophy (1997)

Andrea Olsen
A.B., Millikin University; M.F.A., University of Utah
Professor of Dance (1982); on associate status

Bob Osborne
B.S., University of Tennessee; Ph.D., McMaster University
Professor of Psychology (1979)

Ellen D. Oxfeld
A.B., Williams College; M.A., Ph.D., Harvard University
Professor of Anthropology (1985); on leave

Scott Pardee
A.B., Dartmouth College; Ph.D., Massachusetts Institute of Technology
Alan R. Holmes Visiting Professor of Monetary Economics (2000)

David B. Parfitt
B.S., University of Pittsburgh; M.S., Ph.D., University of Michigan
Assistant Professor of Biology (1999)

Jay Parini
A.B., Litt.D., Lafayette College; B.Phil., Ph.D., University of St. Andrews
Professor of English (1982); Donald Everett Axinn Professor of Creative Writing (1994)

Noreen Pecsok
A.B., Virginia Polytechnic Institute
Assistant Professor of Physical Education (1998)

Saadia Pekkanen
A.B., Richmond College, UK; M.I.A., Columbia University; Ph.D., Harvard University
Assistant Professor of Political Science (1998)

Edward S. (Ted) Perry
A.B., Baylor University; M.A., Ph.D., University of Iowa
Professor of Theatre and Art (1978); Fletcher Professor of the Arts (1997)

Bruce B. Peterson
A.B., Middlebury College; M.A., Ph.D., Syracuse University
Professor of Mathematics (1962); College Professor (1989); Dana Professor (1982, 1997)

William P. Peterson
A.B., Dartmouth College; M.S., Ph.D., Stanford University
Associate Professor of Mathematics (1989)

Jennifer Post
A.B., Beloit College; M.L.S., Simmons College; M.A., Ph.D., University of Minnesota
Assistant Professor of Music (1998)

Cassandra W. Potts
A.B., Pomona College; M.A., Ph.D., University of California, Santa Barbara
Associate Professor of History (1990); on leave

Kirsten H. Powell
B.F.A., Ohio Wesleyan University; M.Ed., Lehigh University; M.A., University of Delaware; M. Phil., Ph.D., Columbia University
Professor of History of Art and Architecture (1983); Christian A. Johnson Professor of Art (1997); on leave

Robert E. Prasch
A.B., University of Colorado, Boulder; M.A., University of Denver; Ph.D., University of California, Berkeley
Visiting Assistant Professor of Economics (2000)

David Price
A.B., Amherst College; M.A., Ph.D., Princeton University
Professor of English (1970)

Robert Prigo
A.B., M.A., Ph.D., University of California, Santa Barbara
Professor of Physics (1980); Director of Teacher Education (2000)

William H. Pyle
A.B., Harvard University; M.A., Indiana University; Ph.D., Duke University
Assistant Professor of Economics (1999)

Erin C. Quinn
A.B., Middlebury College; M.A.T., Tufts University
Assistant Professor of Physical Education (1990)

James R. Ralph, Jr.
A.B., Middlebury College; M.A., Ph.D., Harvard University
Associate Professor of History (1989); on leave

Sunder Ramaswamy
A.B., St. Stephen's College; M.A., Delhi School of Economics, University of Delhi; M.S., Ph.D., Purdue University
Associate Professor of Economics (1990); on leave

Stephen J. Ratcliff
B.S., Case Western Reserve University; Ph.D., Princeton University
Professor of Physics (1985)

Carrie Reed
A.B., University of Illinois; M.A., Ph.D., University of Washington
Assistant Professor of Chinese (1995); on leave

Russell L. Reilly
A.B., Bates College; M.Ed., Boston University
Assistant Professor of Physical Education (1977); Director of Athletics (1997)

David A. Rettinger
A.B., University of Michigan; M.A., Ph.D., University of Colorado
Visiting Assistant Professor of Psychology (1999)

Marc Riess
A.B., State University of New York, Stony Brook; M.A., Ph.D., University of Florida
Professor of Psychology (1978)

Carol E. Rifelj
A.B., M.A., Ph.D., University of Wisconsin
Director of School in Paris (2000); Professor of French (1972); Jean Thomson Fulton Professor of Modern Languages and Literature (1993)

Robert Ritter
A.B., Middlebury College
Assistant Professor of Physical Education (1995)

E. Burke Rochford, Jr.
A.B., California State University, San Bernardino; M.A., Ph.D., University of California, Los Angeles
Professor of Sociology and Religion (1986)

Donna M. Rogers
A.B., University of Waterloo; M.A., University of Western Ontario; Ph.D., University of Toronto
Associate Professor of Spanish (1998)

Richard V. Romagnoli
A.B., Iona College; M.A., Catholic University of America; Ph.D., Florida State University
Professor of Theatre (1986)

Thomas M. Root
B.S., University of Detroit; M.S., Ph.D., University of Wyoming
Professor of Biology (1979)

David A. Rosenberg
B.S., University of Pennsylvania; M.P.A., Ph.D., Cornell University
Professor of Political Science (1972)

Patricia Ross-Tran
B.S., University of New Hampshire
Assistant Professor of Physical Education (1987)

Ronald E. Rucker
A.B., Pomona College; M.A., Harvard University; M.L.S., University of California, Berkeley
Librarian, with rank of Professor (1976)

Jeffrey Ruoff
A.B., Cornell University; M.F.A., Temple University; Ph.D., University of Iowa
Assistant Professor of Film/Video (1999)

Peter C. Ryan
A.B., Dartmouth College; M.S., University of Montana; Ph.D., Dartmouth College
Assistant Professor of Geology (1998)

Patricia Saldarriaga
A.B., University of Illinois, Chicago; M.A., Ludwig Maximilian University; Ph.D., University of Washington
Assistant Professor of Spanish (1999)

Walid Saleh
A.B., American University in Beirut; M.A., Yale University
Instructor in Religion (1999)

Theodore Sasson
A.B., Brandeis University; Ph.D., Boston College
Associate Professor of Sociology (1993)

Richard H. Saunders
A.B., Bowdoin College; M.A., University of Delaware; M.Phil., Ph.D., Yale University
College Curator and Director of the Museum of Art, with rank of Associate Professor (1985); on leave

David J.F. Saward
B.Ed., University of London; M.Ed., Springfield College
Assistant Professor of Physical Education (1985)

Daniel Scharstein
M.S., Vordiplom, Universität Karlsruhe; Ph.D., Cornell University
Assistant Professor of Mathematics and Computer Science (1997); teaching fall, winter

Caroline Schaumann
M.A., Ph.D., University of California, Davis
Visiting Assistant Professor of German (1999)

Peter B. Schmitz
M.F.A., Smith College
Visiting Assistant Professor of Dance (1995); teaching fall

Peter Schumer
B.S., M.S., Rensselaer Polytechnic Institute; Ph.D., University of Maryland
Professor of Mathematics and Computer Science (1983)

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A.B., Duke University; M.A., Columbia University; Ph.D., New York University
Associate Professor of French (1989)

Pavlos Sfyroeras
A.B., University of Athens; M.A., Ph.D., Princeton University
Assistant Professor of Classics (1998)

Sallie P. Sheldon
A.B., M.A., State University of New York, Buffalo; Ph.D., University of Minnesota
Professor of Biology (1985); on associate status

Kathleen Skubikowski
A.B., University of Colorado; M.A., Ph.D., Indiana University
Director of Writing, Assistant Professor of English (1983, 1984)

Ugo Skubikowski
A.B., George Washington University; M.A., University of Colorado; Ph.D., Indiana University
Professor of Italian (1981)

Gail D. Smith
B.S., State University of New York, New Paltz; M.Ed., University of Vermont
Assistant Professor of Physical Education (1986); Assistant Director of Athletics (1987)

H. David Smith
A.B., Denison University; M.A., Hollins College; Ph.D., Virginia Commonwealth University
Assistant Professor of Psychology (1994)

Mark D. Smith
A.B., University of Vermont
Assistant Professor of Physical Education (1994)

Robert L. Smith
A.B., University of Delaware; M.A., University of Maine
Assistant Professor of Physical Education (1979)

Tatiana E. Smorodinskaya
M.A., Moscow State University; Ph.D., Ohio State University
Assistant Professor of Russian (1998)

Peter G. Solomon
B.S., North Carolina State University; M. A., University of Connecticut
Assistant Professor of Physical Education (1997)

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A.B., University of California, Santa Cruz; M.A., University of Michigan; Ph.D., University of California, San Diego
Professor of Economics (1976)

Katherine Sonderegger
A.B., Smith College; M.Div., S.T.M., Yale University; Ph.D., Brown University
Professor of Religion (1987)

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Professor of Chemistry (1983)

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B.S., Duke University; M.S., University of Richmond; Ph.D., St. Louis University
Associate Professor of Biology (1992)

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A.B., M.A., Ph.D., University of Michigan
Professor of Theatre (1975)

David C. Stahl
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Assistant Professor of Japanese (1994)

Allison K. Stanger
B.S., Ball State University; Graduate Diploma, London School of Economics; M.A., Ph.D., Harvard University
Associate Professor of Political Science (1991); Director of the Geonomics Center for International Studies (1999)

Lisa M. Stephen
A.B., Southern Connecticut State University; M.A., Boston College; Ph.D., Michigan State University
Visiting Assistant Professor of Psychology (1999); part-time

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A.B., University of Michigan; M.A., Ph.D., Stanford University
Assistant Professor of Anthropology (1997)

F. William Sunderman
B.S., Emory University; M.D., Thomas Jefferson University
Visiting Scholar, Department of Chemistry (1998)

Frank Swenton
B.S., Ohio State University; Ph.D., Princeton University
Assistant Professor of Mathematics (2000)

Su Lian Tan
A.B., Bennington College; M.M., Juilliard School; M.F.A., Ph.D., Princeton University
Associate Professor of Music (1992)

Peter E. Thompson
A.B., M.A., Carleton University; Ph.D., Pennsylvania State University
Visiting Assistant Professor of Spanish (1999)

Stephen C. Trombulak
A.B., University of California, Los Angeles; Ph.D., University of Washington
Professor of Biology and Environmental Studies (1985); Albert D. Mead Professor of Biology (1997)

Jacob A. Tropp
A.B., Haverford College
Instructor in History (1999); Spencer Fellow in African Studies (1999)

M. Thomas Van Order
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Visiting Assistant Professor of Italian (1997)

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B.S., Columbia University; M.A., Ph.D., University of Wisconsin
Professor of Spanish (1972)

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Associate Professor of Psychology (1993)

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Associate Professor of Music (1986)

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William S. Waldron
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Assistant Professor of Religion (1996)

R. Kelly Washbourne
A.B., University of California, Davis; M.A., Monterey Institute of International Studies
Visiting Instructor in Spanish (1999)

Neil Waters
A.B., Pacific Lutheran University; M.A., Washington State University; Ph.D., University of Hawaii
Professor of History (1990); Kawashima Professor of Japanese Studies (1990); on leave

Susan K. Watson
A.B., University of California, Berkeley; Ph.D., Cornell University
Assistant Professor of Physics (1996); on leave

Christopher D. Watters
B.S., University of Notre Dame; M.A., Ph.D., Princeton University
Professor of Biology (1968); Irene Heinz and John LaPorte Given Professor in Pre-Medical Sciences (1983)

Marion A. Wells
A.B., Jesus College, Oxford University; M. Phil., Ph.D., Yale University
Assistant Professor of English (1997); on leave

James West
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Professor of Humanities (1995)

Mark Williams
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Assistant Professor of Political Science (1994)

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Professor of Humanities (1979); teaching winter, spring

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Professor of Physics (1969); Gamaliel Painter Bicentennial Professor (1997)

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A.B., Harvard University; M.A., Ph.D., University of Chicago
Associate Professor of Classics (1988)

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A.B., Swarthmore College; M.S., University of Michigan; Ph.D., Dartmouth College
Professor of Physics (1976)

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Instructor in Philosophy (1996); on leave

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Professor of Economics (1985)

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Professor of History (1986)

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Instructor in Philosophy (1999)

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Visiting Assistant Professor of Chinese (2000)

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Assistants In Instruction

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Assistant in Instruction in Biology (1991, 1994)

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Assistant in Instruction in Chemistry (1989)

Adam D. Sobek
A.B., Middlebury College
Assistant in Instruction in Geography (1999)

Emeriti

David H. Andrews
A.B., M.A., Ph.D.
Professor Emeritus of Anthropology (1968); Emeritus (1995)

James Isbell Armstrong
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President Emeritus and Professor Emeritus of Classics (1963); Emeritus (1975)

Alexandra Baker
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Lecturer Emerita of Russian (1967); Emerita (2000)

Donald Henry Ballou
A.B., Ph.D.
Charles A. Dana Professor Emeritus of Mathematics (1942); Emeritus (1973)

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Ph.D.
George Adams Ellis Professor Emeritus of French (1970); Emeritus (1991)

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Professor Emeritus of Folklore (1956); Emeritus (1983)

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Lecturer Emerita in Italian (1972); Emerita (1975)

William B. Catton
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John H. Clagett
B.S., Ph.D.
Professor Emeritus of English (1955); Emeritus (1978)

Nicholas R. Clifford
A.B., M.A., Ph.D.
College Professor Emeritus of History (1966); Emeritus (1993)

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A.B., M.A., Ph.D.
Professor Emeritus of Economics (1956); Emeritus (1983)

Paul M. Cubeta
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College Professor Emeritus of Humanities (1952); Emeritus (1989)

Albert H. Ewell, Jr.
A.B., Ph.D.
Professor Emeritus of Psychology (1952); Emeritus (1993)

Emory M. Fanning
B.M., M.M., Mus.A.D.
Professor Emeritus of Music (1967); Fletcher Professor Emeritus in the Arts (1985); Emeritus (1997)

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Professor Emeritus of Religion (1964-65, 1969); Pardon Tillinghast Professor Emeritus of History, Philosophy, and Religion (1987); Emeritus (2000)

Robert W. Gleason
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Professor Emeritus of Chemistry (1960); Emeritus (1994)

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Professor Emeritus of Physics (1968); Emeritus (1994)

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Professor Emerita of Physical Education (1960); Emerita (1989)

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Professor Emeritus of Sociology (1962-66, 1967); Emeritus (1993)

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A.B., Ph.D.
Irene Heinz and John LaPorte Given Professor Emeritus in Pre-Medical Sciences (1975); Professor Emeritus of Chemistry (1943); Emeritus (1982)

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A.B., Ph.D.
Professor Emeritus of Classics (1956); Emeritus (1988)

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Associate Professor Emerita of Classics (1961); Emerita (1990)

Thomas Huber
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Professor Emeritus of German (1966); Emeritus (1999)

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Mary E. Lick
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Professor Emerita of Physical Education (1956); Director Emerita of Physical Education (1947); Emerita (1987)

David J. Littlefield
A.B., M.A., Ph.D.
Professor Emeritus of English (1953-56, 1959); Philip Battell Stewart and Sarah Frances Cowles Stewart Professor Emeritus (1974); Emeritus (1995)

Edward A. Martin
A.B., M.A., Ph.D.,
Professor of English (1961), Emeritus (1996)

Duncan J. McDonald
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Professor Emeritus of Biology (1967); Emeritus (1985)

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A.B., M.A., Ph.D.
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Walter A. Moyer, Jr.
B.S., Ph.D.
Professor Emeritus of Chemistry (1951); Associate Dean Emeritus of Sciences (1981); Emeritus (1985)

Howard McCoy Munford
B.S., Ph.D.
Charles A. Dana Professor Emeritus of American Literature (1941); Emeritus (1977)

Fred Neuberger
A.B.
Dean of Admissions Emeritus (1950, 1985); Emeritus (1992)

Victor L. Nuovo
A.B., B.D., Ph.D.
Charles A. Dana Professor Emeritus of Philosophy (1962); Emeritus (1994)

Robert Pack
A.B., M.A.
Professor Emeritus of English (1964); College Professor Emeritus of English (1992); Emeritus (1998)

Chandler A. Potter
A.B., M.F.A.
Professor Emeritus of Drama (1956); Emeritus (1991)

Henry B. Prickitt
A.B., Ph.D.
Henry Norman Hudson Professor Emeritus of English (1948); Emeritus (1989)

David L. Prouty
A.B., Ph.D.
Professor Emeritus of Psychology (1959); Emeritus (1990)

Carroll Rikert, Jr.
A.B., M.B.A., C.P.A., LL.D.
Treasurer Emeritus (1952); Emeritus (1983)

E. Kirk Roberts
A.B., Ph.D.
Professor Emeritus of Chemistry (1952); Emeritus (1983)

Olin C. Robison
A.B., D.Phil., LL.D., L.H.D.
President Emeritus (1975); Emeritus (1991); College Professor Emeritus of Political Science (1975); Emeritus (1995)

Steven C. Rockefeller
A.B., B.D., Ph.D.
Professor Emeritus of Religion (1971); Emeritus (1998)

George B. Saul II
A.B., M.A., Ph.D.
Professor Emeritus of Biology (1967); College Professor Emeritus of Biology (1990); Emeritus (1998)

Charles P. Scott
A.B., B.D.
Professor Emeritus of Religion (1951); Emeritus (1990)

David K. Smith
A.B., Ph.D.
Alumni Professor Emeritus of Economics (1950); Emeritus (1988)

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Professor Emeritus of German (1966); Charles A. Dana Professor Emeritus (1970); Emeritus (1993)

John Spencer
A.B., M.A., Ph.D., Litt.D.
Professor Emeritus of History (1974); African Studies Professor Emeritus (1990); Emeritus (1998)

Pardon E. Tillinghast
A.B., Ph.D.
Professor Emeritus of History (1947); Emeritus (1990)

George B. Todd
A.B., M.B.A., M.F.A.
Professor Emeritus of Music (1965); Christian A. Johnson Professor Emeritus of Music (1984); Emeritus (1997)

Van Horn Vail
A.B., M.A., Ph.D.
Professor Emeritus of German (1966); Emeritus (1997)

John Wilders
A.B., M.A., Ph.D.
John Hamilton Fulton Professor of the Humanities (1987); Emeritus (1998)

Erica B. Wonnacott
A.B., M.A.
Dean of Students Emerita (1970); Emerita (1988)

Middlebury College Calendar

2000-2001

September 2000

1	Friday	Pre-enrollment ends
3	Sunday	Alumni College ends
4	Monday	Fall orientation begins
10	Sunday	Convocation
11	Monday	Fall Term classes begin (8:00 A.M.)
15-17	Fri.-Sun.	Alumni Leadership Conference
22-24	Fri.-Sun.	Fall Family Weekend I
30	Saturday	Rosh Hashanah**

October 2000

1	Sunday	Rosh Hashanah**
6-8	Fri.-Sun.	Fall Family Weekend II
9	Monday	Yom Kippur**
13	Fri.	Mid-term recess*

November 2000

1	Wednesday	Founders' Day (classes cancelled)*
2-3	Thurs.-Fri.	Clifford Symposium
3-5	Fri.-Sun.	Homecoming/Bicentennial Celebration
21	Tuesday	Thanksgiving recess begins (4:15 P.M.)
27	Monday	Classes resume (8:00 A.M.)

December 2000

8	Friday	Fall Term classes end (4:15 P.M.)
11	Monday	Examination period begins
12	Tuesday	Final examinations begin
19	Tuesday	Examination period ends; Recess begins
28	Thursday	Eid al-Fitr**

January 2001

8	Monday	Winter Term begins (8:00 A.M.)

February 2001

2	Friday	Winter Term ends (4:15 P.M.); Recess begins
3	Saturday	Celebration for mid-year graduates
7	Wednesday	Spring orientation week begins
12	Monday	Spring Term classes begin (8:00 A.M.)
22	Thursday	Winter Carnival recess begins (4:15 P.M.)
23-24	Fri.-Sat.	Winter Carnival
26	Monday	Classes resume (8:00 A.M.)

March 2001

6	Tuesday	Eid al-Adha**
23	Friday	Spring recess begins (4:15 P.M.)

April 2001

2	Monday	Classes resume (8:00 A.M.)
8	Sunday	First Day of Passover**
13	Friday	Good Friday
15	Sunday	Easter Sunday

May 2001

11	Friday	Spring Term classes end (4:15 P.M.)
14	Monday	Examination period begins
15	Tuesday	Final examinations begin
22	Tuesday	Examination period ends
26	Saturday	Baccalaureate
27	Sunday	Commencement

June 2001

1	Friday	Reunion 2001 begins
3	Sunday	Reunion 2001 ends
8	Friday	Language Schools' nine-week session begins
22	Friday	Language Schools' seven-week session begins
25	Monday	Language Schools' six-week session begins; Bread Loaf School of English at Oxford begins
26	Tuesday	Bread Loaf School of English in Vermont begins

August 2001

4	Saturday	Commencement, Bread Loaf School of English at Oxford
10	Friday	Commencement, Language Schools
11	Saturday	Commencement, Bread Loaf School of English in Vermont; Pre-enrollment begins
14	Tuesday	Bread Loaf Writers' Conference begins
26	Sunday	Bread Loaf Writers' Conference ends
29	Wednesday	Alumni College Begins
31	Friday	Pre-enrollment ends

(Exams Scheduled Tuesday, Thursday, Saturday, Monday, and Tuesday)

*Wednesday class schedule observed on Monday, November 20
*Friday class schedule observed on Tuesday, November 21

**These religious holidays begin at sundown of the preceding day.

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NOTES

NOTES

COMMUNICATIONS

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For information about	*Contact*	*Telephone Number*
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Alumni, Parent Relations	Director of Alumni and Parent Programs, Meeker House	443-5187
Athletics	Director of Athletics, Memorial Field House	443-5253
Bills	Comptroller, Service Building	443-5366
Bread Loaf School of English	Administrative Associate, FIC Freeman	443-5418
Bread Loaf Writers' Conference	Administrative Assistant and Coordinator, Kirk Alumni Center	443-5286
Career Services	Executive Director of Career Services, Adirondack House	443-5100
Center for the Arts	Director, Center for the Arts	443-3168
Commencement	Commencement Coordinator, Old Chapel	443-5393
Educational Program	Dean of the Faculty, Old Chapel	443-5391
Financial Aid	Director of Financial Aid, The Emma Willard House	443-5158
Gifts	Director of Development, Munford House	443-5922
Health Services	Medical Director, George F. Parton Health Center	443-5135
Human Resources	Director of Human Resources, Service Building	443-5465
Information Technology	Director, Information Technology Services, Voter Hall	443-5877
Language Schools	Dean of Languages and International Studies, Sunderland Language Center	443-5508
Libraries	College Librarian, Egbert Starr Library	443-5490
Public Information	Director of Public Affairs, Meeker House	443-5198
Student Affairs	Dean of Student Affairs, Forest Hall	443-5382
Transcripts		
Current undergraduates and A.B. alumni	Director of Undergraduate Records, Forest Hall	443-5668
Language Schools and Bread Loaf programs	Director of Academic Records, Sunderland Language Center	443-5517

Middlebury College, Middlebury VT 05753

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Middlebury, VT 05753

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